

De Anza College

# Course Outline of Record Report

03/11/2025

## BUSD386. : Business Analytics

### General Information

Faculty Initiator:	<ul style="list-style-type: none"><li>Michele Fritz</li></ul>
Attachments:	Hybrid_BUS_386_2026F.pdf Online_BUS_386_2026F.pdf
Course ID (CB01A and CB01B) :	BUSD386.
Short Course Title:	BUSINESS ANALYTICS
Course Title (CB02) :	Business Analytics
Department:	BUS - Business
Effective Term:	Fall 2026
TOP Code (CB03) :	(0505.00) *Business Administration
CIP Code:	(52.0201) Business Administration and Management, General.
SAM Priority Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2025
Course Description:	This course will explore the basics of analyzing data sets for business decision-making. Students will learn to interpret data and make recommendations for several business categories. Topics such as data visualization, forecasting, trend analysis, pricing, and data clustering will be included.
Course Type (CB27) :	<ul style="list-style-type: none"><li>Lower Division</li></ul>
Mode of Delivery:	<ul style="list-style-type: none"><li>Online</li><li>Hybrid</li></ul>
Faculty Initiator:	<ul style="list-style-type: none"><li>Michele Fritz</li></ul>
Course Family:	Not Applicable

### Faculty Requirements

Discipline 1:	<ul style="list-style-type: none"><li>Business</li></ul>
Discipline 2:	No value
Discipline 3:	No value
FSA:	<ul style="list-style-type: none"><li>FHDA FSA - GENERAL BUSINESS</li></ul>

**Formerly Statement****Formerly Statement**

No Value

**Course Justification****Course Justification**

This noncredit enhanced CTE course is a core course on the AI in Business non-credit Certificate of Completion. Students will learn to analyze data, develop business insights, and present their findings to key organizational decision-makers.

**Stand-Alone Statement****Stand-Alone Statement**

No Value

**Course Philosophy****Course Philosophy**

No Value

**CTE Course****Is this a CTE (Career Technical Education) course?**

Yes

**Honors/Non-honors Course****Is this an honors/non-honors course?**

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

<div>Basic Skill Status (CB08)</div> <div>Course is not a basic skills course.</div>	<div>Course Special Class Status (CB13)</div> <div>Course is not a special class.</div>	<div>Grade Options</div> <div><div><div></div>Letter Grade</div><div><div></div>Pass/No Pass</div></div>
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Associated Programs

☒

Course is part of a program

Associated Program	Award Type	Active
AI in Business (In Development)	Certificate of Completion	Fall 2026

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

If yes, identify the lower-division UC course and campus.

No Value

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units

0

Maximum Credit Units

0

Total Course In-Class (Contact) Hours

60

Total Course Out-of-Class Hours

120

Total Student Learning Hours

60

Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

No value

Course Classification Code (CB11)

Funding Agency Category (CB23)

No value

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	5	10
Laboratory Hours	0	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	60
Laboratory	0
NA	0
Total	60
Course Out-of-Class Hours	
Lecture	120
Laboratory	0
NA	0
Total	120

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction

Methods of Instruction

Lecture and visual aids

Discussion of assigned reading

Homework and extended projects

Collaborative learning and small group exercises

Collaborative projects

Discussion and problem-solving performed in class

Presentation and collective critique of collaborative projects

Assignments

- A. Required reading assignments from the text and supplemental sources
- B. Written assignments requiring students to analyze data sets and formulate business recommendations
- C. Development of business recommendations based on project data set

Methods of Evaluation		Methods of Evaluation		
Methods of Evaluation		<div>A. Participation in class discussions of assigned reading, homework projects, and current developments in business and data analytics to demonstrate an increasing understanding of course concepts and their application in real-world business decision-making.</div> <div>B. Exams that appraise comprehension and require synthesis and application of course material</div> <div>1. Two midterm exams will be given covering material throughout the term</div> <div>2. Final exam will be given, incorporating all topics from the class</div> <div>C. A term project to demonstrate comprehension and application of major concepts and themes from the course material, plus the ability to develop actionable business strategies based upon analysis of business data sets</div>		
<div>Essential Student Materials/Essential College Facilities</div> <div>Essential Student Materials:</div> <div><div>• None</div></div> <div>Essential College Facilities:</div> <div><div>• None</div></div>				
Examples of Primary Texts and References				
Author	Title	Publisher	Date/Edition	ISBN
Vernon Richardson and Marcia Watson	Introduction to Business Analytics	McGraw-Hill	1	ISBN10: 1265454345   ISBN13: 9781265454340
Debra Paul, James Cadle	Business Analytics	BCS, The Chartered Institute for IT	4th Edition	ISBN-10 : 1780175108   ISBN-13 : 978-1780175102
<div>Suggested Reading List</div> <div>No Value</div>				

Learning Outcomes

## Course Objectives

Assess the fundamentals of business analytics and the role that they play in addressing key business questions.

Discuss internal and external sources of organizational data and the appropriate usage of each.

Examine the SOAR analytics model and how each step is used to reach an actionable insight for the organization.

Develop data visualizations and presentation models dependent on the organizational audience.

Examine the distinct roles of stakeholders in the business: data providers, data analysts, subject matter experts, IT teams, and executives.

Assess the role of technology in data collection, data analysis, and reporting results.

## CSLOs

**Define business analytics and its role in organizational decision-making.**

Expected SLO Performance: 0.0

**Develop actionable business recommendations based on data analysis techniques.**

Expected SLO Performance: 0.0

**Present data findings and insights using visualizations and storytelling communication methods.**

Expected SLO Performance: 0.0

## Outline

### Course Outline

- A. Assess the fundamentals of business analytics and their role in addressing key business questions.
  - 1. Role of analytics in business and effective sales
  - 2. Fact-based decision-making and selling
  - 3. Category Management as a key business function
  - 4. Accurate forecasting as a sustainable competitive advantage
- B. Discuss internal and external sources of organizational data and the appropriate usage of each.
  - 1. Company sales history and product launch data
  - 2. Retailer information based on 1st party sales
  - 3. 3rd party data sources and aggregation services
    - a. NPD
    - b. Nielsen
- C. Examine the SOAR analytics model and how each step is used to reach an actionable insight for the organization.
  - 1. S: Specify the Question
    - a. Answer the business question that is being asked
    - b. Confirm key facts needed for the decision
  - 2. O: Obtain the Data
    - a. Internal sources of data
    - b. External sources of data
    - c. Other data suppliers
  - 3. A: Analyze the Data
    - a. Types of analysis

- b. Using Excel and MS Access
  - c. Correlation analysis, pivot tables, regression analysis
- 4. R: Report the Results
  - a. Visualization tools
  - b. Executive presentations
  - c. Updating of data
- D. Develop data visualizations and presentation models dependent on the organizational audience.
  - 1. Types of visualizations
  - 2. Presenting data to an audience
  - 3. Following up on the next steps and further analysis
- E. Examine the distinct roles of stakeholders in the business: data providers, data analysts, subject matter experts, IT teams, and executives.
  - 1. Roles of each stakeholder
  - 2. Information needed by each stakeholder
  - 3. Data providers and decision-makers
- F. Assess the role of technology in data collection, data analysis, and reporting results.
  - 1. Visualization programs and tools
  - 2. Best practices in presenting data findings
  - 3. New technology and web-based access to data
  - 4. Artificial Intelligence in business decisions
  - 5. Dynamic reporting

## Blue Form

**For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.**

No Value

**1. Is the unit(s) change required for articulation?**

No Value

**2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.**

No Value

**3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.**

No Value

**Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.**

No Value

**Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.**

No Value

**Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.**

- Units: 0
- Lec Hrs: 5
- Load: 0



- Seat Ct: 0
- (mkct 03/11/2025)

**Req/Adv****Prerequisite(s):**

No Value

**Corequisite(s):**

No Value

**Advisory(ies):**

- ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.
- Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra

**Advisory(ies) - Other:**

No Value

**Limitation(s) on Enrollment:**

No Value

**Limitation(s) on Enrollment - Other:**

No Value

**Entrance Skills(s):**

No Value

**Entrance Skill(s) - Other:**

No Value

**General Course Statement(s):**

- NONCREDIT: (This is a noncredit enhanced, CTE course.)

**General Course Statement(s) - Other:**

No Value

**A-Matrix Form**

**EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

**Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.**

No Value

**Objective 2: Compose essays drawn from personal experience and assigned texts.**

No Value

**Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.**

No Value

**Objective 4: Create syntactically varied sentences that are free of mechanical errors.**

No Value

**Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.**

No Value

**B-Matrix Form**

**ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

**Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.**

No Value

**Objective 2: Develop analytical ideas and topics for essays.**

Method of Instruction: Discussion of assigned reading, Discussion and problem-solving performed in class, Presentation and collective critique of collaborative projects  
 Assignments: B. Written assignments requiring students to analyze data sets and formulate business recommendations

**Objective 3: Compose and support thesis statements for analytical essays.**

No Value

**Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.**

Assignments: C. Development of business recommendations based on project data set

**Objective 5: Identify and practice writing for different audiences and purposes.**

Methods of Instruction: Collaborative learning and small group exercises, Collaborative projects

**Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.**

No Value

**Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.**

Assignment: C. Development of business recommendations based on project data set Methods of Evaluation: C. A term project to demonstrate comprehension and application of major concepts and themes from the course material, plus the ability to develop actionable business strategies based upon analysis of business data sets

**Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.**

Assignment: B. Written assignments requiring students to analyze data sets and formulate business recommendations

**Objective 9: Demonstrate appropriate grammar usage and mechanics.**

Assignment: B. Written assignments requiring students to analyze data sets and formulate business recommendations Methods of Evaluation: C. A term project to demonstrate comprehension and application of major concepts and themes from the course material, plus the ability to develop actionable business strategies based upon analysis of business data sets

**C-Matrix Form**

**ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

**Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.**

No Value

**Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.**

No Value

**Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.**

No Value

**Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.**

No Value

**Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.**

No Value

## D-Matrix Form

**Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

**Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.**

No Value

**Objective 2: Investigate the use of mathematics in real world.**

No Value

**Objective 3: Explore functions.**

No Value

**Objective 4: Develop linear function models.**

No Value

**Objective 5: Use systems of two linear equations to solve real world problems.**

No Value

**Objective 6: Use linear inequalities in one variable to solve real world problems.**

No Value

**Objective 7: Examine exponential expressions and develop exponential function models.**

No Value

**Objective 8: Examine logarithmic expressions and develop logarithmic function models.**

No Value

**Objective 9: Develop quadratic function models to solve problems.**

No Value

**Objective 10: Investigate the characteristics of rational expressions.**

No Value

**Objective 11: Develop skills to work with radical expressions.**

No Value

**E-Matrix Form**

**Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

**Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.**

Assignments: B. Written assignments requiring students to analyze data sets and formulate business recommendations  
Methods of Evaluation: C. A term project to demonstrate comprehension and application of major concepts and themes from the course material, plus the ability to develop actionable business strategies based upon analysis of business data sets

**Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.**

No Value

**Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.**

Assignments: B. Written assignments requiring students to analyze data sets and formulate business recommendations  
Methods of Evaluation: C. A term project to demonstrate comprehension and application of major concepts and themes from the course material, plus the ability to develop actionable business strategies based upon analysis of business data sets

**Objective 4: Develop linear function models to solve problems.**

Assignments: B. Written assignments requiring students to analyze data sets and formulate business recommendations  
Assignments: C. Development of business recommendations based on project data set

**Objective 5: Use systems of two linear equations to solve real-world problems.**

No Value

**Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.**

No Value

**Objective 7: Develop quadratic function models to solve problems.**

No Value

**Objective 8: Use inequalities to solve real world problems.**

No Value

**Objective 9: Explore arithmetic sequences and series.**

No Value

**Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.**

No Value

## F-Matrix Form

**Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

**Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.**

No Value

**Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.**

No Value

**Objective 3: Apply the order of operations to evaluate signed numerical expressions.**

No Value

**Objective 4: Solve problems involving operations with signed numbers.**

No Value

**Objective 5: Explore the characteristics and properties of real numbers.**

No Value

**Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.**

No Value

**Objective 7: Explore rates and ratios and use proportions to solve problems.**

No Value

**Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.**

No Value

**Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.**

No Value

**Objective 10: Solve linear equations in one variable numerically and algebraically.**

No Value

**Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.**

No Value

**Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.**

No Value

## G-Matrix Form

**If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.**

No Value

**If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.**

No Value

## H-Matrix Form

**Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.**

No Value

**Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.**

No Value

**Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.**

No Value

**Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.**

No Value

**Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.**

No Value

**Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.**

No Value

**De Anza GE Form**

**Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Comments**

**Stage 2: Department Chair**

No Value

**Stage 3: Division Curriculum Representative**

No Value

**Stage 4: Division Dean**

No Value

**Stage 5: SLO Coordinator**



No Value
<b>Stage 7: Content Review Matrix Liaison</b>
No Value
<b>Stage 8: Dean of Online Learning</b>
No Value
<b>Stage 9: Articulation Officer</b>
No Value
<b>Stage 10: De Anza General Education</b>
No Value
<b>Stage 13: Curriculum Committee</b>
No Value

<b>CO</b>
<b>Sort ID (00 &lt; 10; 0 &lt; 100)</b>
No Value
<b>Course Status</b>
No Value
<b>Course Characteristics</b>
No Value
<b>Cross-Listed/Related Course Information</b>
No Value
<b>Cross-Listed/Related Course ID's</b>
No Value
<b>DL Approval Date (MM/DD/YYYY)</b>
No Value
<b>Hybrid Approval Date (MM/DD/YYYY)</b>
No Value

#### Curriculum Office Notes

- Changed 5-year revision to match credit course – ACE

De Anza College

# Change Report

12/13/2024

Summary of Changes	
Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	Discipline 2
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes and Objectives	CSLOs
Req/Adv	Advisory(ies) - Other:
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
A-Matrix Form	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.
Course Justification	Course Justification

General Information

Changed	Field	Current Version	Proposed Version
!	Faculty Initiator	<ul style="list-style-type: none"> <li>Ashley Egbert</li> </ul>	<ul style="list-style-type: none"> <li>Ashley Egbert</li> <li>Dada, Farideh</li> </ul>
	Course ID (CB01A and CB01B)	JOURD061A	JOURD061A
	Course Control Number	CCC000525403	CCC000525403
	Course Title (CB02)	Student News Media Production I	Student News Media Production I
	Short Course Title	STUDENT NEWS MEDIA PROD I	STUDENT NEWS MEDIA PROD I
	TOP Code (CB03)	0602.00	0602.00 Journalism
	CIP Code	Journalism	09.0401 Journalism
	Department	JOUR - Journalism	JOUR - Journalism
!	Effective Term	Fall 2025	Fall <del>2025</del> <u>2026</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
!	Course Description	Practical experience in creating basic news and feature content as members of the college newspaper, magazine or online media staff.	<del>Practical-</del> <u>The course provides practical, hands-on</u> experience in creating basic news and feature content <del>as members of</del> <u>within</u> the college newspaper, <del>magazine</del> <u>magazine,</u> or online <del>media staff.</del> <u>media. Led by students, the focus is on producing content for distribution to the community audience.</u>
	Course Type (CB27)	<ul style="list-style-type: none"> <li>Lower Division</li> </ul>	<ul style="list-style-type: none"> <li>Lower Division</li> </ul>
!	Mode of Delivery	<ul style="list-style-type: none"> <li>Hybrid</li> </ul>	<ul style="list-style-type: none"> <li>Online</li> <li>Hybrid</li> </ul>

## Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"> <li>Journalism</li> </ul>
!	Discipline 2	No value	<ul style="list-style-type: none"> <li>Mass Communication</li> </ul>
	Discipline 3	No value	No value
!	FSA	No value	<ul style="list-style-type: none"> <li>FHDA FSA - JOURNALISM</li> </ul>

Formerly Statement			
Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly JOUR D061.)	(Formerly JOUR D061.)

Course Justification			
Changed	Field	Current Version	Proposed Version
	Course Justification	<p>This course gives students hands-on experience in the basics of creating content for student news media. It is part of the Journalism AA and AA-T degrees, two Certificates of Achievement in Public Relations and part of a CTE program. It is CSU transferable. The De Anza Journalism Department Advisory Committee recommends that journalism students include this type of hands-on experience in order to be competitive in the job market.</p>	<p>This course gives students hands-on experience in the basics of creating content for student news media. It is part of the Journalism <del>AA and</del> AA-T degrees, <del>two Certificates of Achievement in Public Relations</del> <u>degree</u> and <del>part of a CTE program</del> <u>course</u>. It is CSU transferable. The De Anza Journalism Department Advisory Committee recommends that journalism students include this type of hands-on experience in order to be competitive in the job market.</p>

Stand-Alone Statement			
Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

### Course Philosophy

Changed	Field	Current Version	Proposed Version
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	Course Philosophy	No value	
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### CTE Course

Changed	Field	Current Version	Proposed Version
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	Is this a CTE (Career Technical Education) course?	Yes	Yes
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### Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
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	Is this an honors/non-honors course?	No	No
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### Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
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	Is this a mirrored credit/noncredit course?	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course
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### Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No	No

Foothill Equivalency			
Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No

More Options			
Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	<ul style="list-style-type: none"> <li>Letter Grade</li> <li>Pass/No Pass</li> </ul>	<ul style="list-style-type: none"> <li>Letter Grade</li> <li>Pass/No Pass</li> </ul>

Changed	Field	Current Version	Proposed Version
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement			
Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	
	Will the course fulfill a UC/CSU lower-division major requirement?	No value	
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	No value	

Associated Programs



Changed Field

Current Version

Proposed Version

Course is  
part of a  
program

**Associated  
Program** Journalism for  
Transfer

**Award  
Type** Associate in Arts for  
Transfer (A.A.-T.)  
Degree

**Associated  
Program** Journalism for  
Transfer

**Award  
Type** Associate in Arts for  
Transfer (A.A.-T.)  
Degree

**Associated  
Program** Journalism for  
Transfer

**Award  
Type** Associate in Arts for  
Transfer (A.A.-T.)  
Degree

**Associated  
Program** Journalism for  
Transfer

**Award  
Type** Associate in Arts for  
Transfer (A.A.-T.)  
Degree

**Associated  
Program** Public Relations

**Award  
Type** Certificate of  
Achievement (COA)

**Associated  
Program** Public Relations

**Award  
Type** Certificate of  
Achievement (COA)

**Associated  
Program** Associate in Arts in  
Journalism for  
Transfer

**Award  
Type** Associate in Arts for  
Transfer (A.A.-T.)  
Degree

**Associated  
Program** Associate in Arts in  
Journalism for  
Transfer

**Award  
Type** Associate in Arts for  
Transfer (A.A.-T.)  
Degree

**Associated  
Program** Journalism

**Award  
Type** Associate in Arts  
(A.A.) Degree

**Associated  
Program** Journalism

**Award  
Type** Associate in Arts  
(A.A.) Degree

**Associated  
Program** Journalism

**Award  
Type** Associate in Arts  
(A.A.) Degree

**Associated  
Program** Journalism

**Award  
Type** Associate in Arts  
(A.A.) Degree

**Associated  
Program** Journalism (In  
Development)

**Associated  
Program** Journalism (In  
Development)

**Changed Field**

**Current Version**

**Proposed Version**

**Award Type** Associate in Arts (A.A.) Degree

**Award Type** Associate in Arts (A.A.) Degree

**Associated Program** Graphic Design

**Associated Program** Graphic Design

**Award Type** Associate in Arts (A.A.) Degree

**Award Type** Associate in Arts (A.A.) Degree

**Associated Program** Graphic Design

**Associated Program** Graphic Design

**Award Type** Associate in Arts (A.A.) Degree

**Award Type** Associate in Arts (A.A.) Degree

**Associated Program** Public Relations

**Associated Program** Public Relations

**Award Type** Certificate of Achievement-Advanced (COA-A)

**Award Type** Certificate of Achievement-Advanced (COA-A)

**Associated Program** Journalism for Transfer (In Development)

**Associated Program** Journalism for Transfer (In Development)

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Associated Program** Graphic Design

**Associated Program** Graphic Design

**Award Type** Certificate of Achievement-Advanced (COA-A)

**Award Type** Certificate of Achievement-Advanced (COA-A)

**Associated Program** Graphic Design

**Associated Program** Graphic Design

**Award Type** Certificate of Achievement-Advanced (COA-A)

**Award Type** Certificate of Achievement-Advanced (COA-A)

Changed	Field	Current Version		Proposed Version	
		<b>Associated Program</b>	Public Relations (In Development)	<b>Associated Program</b>	Public Relations (In Development)
		<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)	<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

Transferability & Gen. Ed. Options																	
Changed	Field	Current Version		Proposed Version													
	Transfer Status (CB05)	Transferable to CSU only		Transferable to CSU only													
	Course General Education Status (CB25)	Y		Y													
	Transfer Status	Approved		Approved													
	GE Information	<table><tr><td>System/Institution</td><td>C-ID</td></tr><tr><td>Area(s)</td><td>• JOUR - Approved.</td></tr><tr><td>-</td><td>C-ID JOUR 130</td></tr></table>		System/Institution	C-ID	Area(s)	• JOUR - Approved.	-	C-ID JOUR 130	<table><tr><td>System/Institution</td><td>C-ID</td></tr><tr><td>Area(s)</td><td>• JOUR - Approved.</td></tr><tr><td>-</td><td>C-ID JOUR 130</td></tr></table>		System/Institution	C-ID	Area(s)	• JOUR - Approved.	-	C-ID JOUR 130
System/Institution	C-ID																
Area(s)	• JOUR - Approved.																
-	C-ID JOUR 130																
System/Institution	C-ID																
Area(s)	• JOUR - Approved.																
-	C-ID JOUR 130																

Weekly Student Hours - Profile Name: Default Profile			
Changed	Field	Current Version	Proposed Version
	<b>Lecture Hours - In Class</b>	0	0

Changed	Field	Current Version	Proposed Version
	Lecture Hours - Out of Class	0	0
	Laboratory Hours - In Class	9	9
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

#### Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	108	108
	Lecture Hours - Course In- Class (Contact) per Term	0	0
	Lecture Hours - Course Out- of-Class per Term	0	0

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - Course In-Class (Contact) per Term	108	108
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	108	108
	Total - Course Out-of-Class Hours	0	0
	Total Credit Units - Minimum Credit Units	3	3
	Total Credit Units - Maximum Credit Units	3	3

### Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

### Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	<b>COURSE CLASSIFICATION STATUS</b>	Credit Course.	Credit Course.
	<b>Course Credit Status (CB04)</b>	Credit - Degree Applicable	Credit - Degree Applicable
	<b>Course Non Credit Category (CB22)</b>	Credit Course.	Credit Course.
	<b>Funding Agency Category (CB23)</b>	Not Applicable.	Not Applicable.
	<b>Cooperative Work Experience Education Status (CB10)</b>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Variable Credit Course</b>	<input type="checkbox"/>	<input type="checkbox"/>

### Credit Units

Changed	Field	Current Version	Proposed Version
	<b>Course Duration (Weeks)</b>	12	12
	<b>Total Lecture Hours per Term</b>	-	0
	<b>Total Laboratory Hours per Term</b>	108	108

Changed	Field	Current Version	Proposed Version
	Total Contact Hours per Term	-	0
	Total Credit Units	3	3
	Minimum Credit Units	3	3
	Maximum Credit Units	3	3

SKIP			
Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications			



## Methods of Instruction

### Methods of Instruction

**Methods of Instruction** Visual aids  
Discussion of assigned reading  
Collaborative learning and small group exercises  
Laboratory experience which involve students in formal exercises of news gathering and reporting activities  
Extended projects  
Guest speakers  
Laboratory discussion sessions and quizzes that evaluate the proceedings weekly  
laboratory exercises

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Extended projects  
Guest speakers  
Laboratory discussion sessions and quizzes that evaluate the proceedings weekly  
laboratory exercises



## Assignments

1. Complete one or more basic reporting/writing and/or visual media and/or online assignments per week, such coverage of one event; submit by deadline.
2. Read about and react to journalistic concepts and issues using critical thinking skills.
3. Participate in self-critiques and peer critiques
4. Compile a digital or print portfolio of completed work, including a log of activities with descriptions of learning experiences and time spent on assignments.

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**Methods of Evaluation**

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1. Assignments evaluated for adherence to conventions of journalistic style, considerations of media ethics and law, and deadline timeliness.
2. Comprehension tests requiring students to demonstrate critical thinking and application of concepts.
3. Critiques and self-critiques evaluated based on thoroughness and identification of areas needing improvement.
4. Review of portfolio and log for completeness and professionalism of presentation.
5. Final exam on course concepts, including application of legal and ethical guidelines.

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5. Final exam on course concepts, including application of legal and ethical guidelines.

Changed	Field	Current Version	Proposed Version
!	Essential Student Materials/Essential College Facilities	<p><b>Essential Student Materials:</b></p> <ul style="list-style-type: none"> <li>• None.</li> </ul> <p><b>Essential College Facilities:</b></p> <ul style="list-style-type: none"> <li>• A classroom/laboratory equipped as a news room: computers with graphic, layout and video software; cameras; camera peripherals; portable voice recorders</li> </ul>	<p><b>Essential Student Materials:</b></p> <ul style="list-style-type: none"> <li>• Students will need access to a laptop or a computer with a working camera, audio and internet access. These will allow students to participate on Canvas and on Zoom</li> </ul> <p><b>Essential College Facilities:</b></p> <ul style="list-style-type: none"> <li>• A classroom/laboratory equipped as a newsroom: computers with graphic, layout and video software; cameras; camera peripherals; portable voice recorders; podcast equipment; printer; AP stylebook; dictionaries</li> <li>• Access to SNO FLOW, La Voz website, College Source app, and La Voz social media. Some of these platforms need annual payment. It is very helpful if students will have access to Adobe Creative Suite. They need to have access to programs such as InDesign, Photoshop, Audacity, Audition as well as video editing programsA classroom/laboratory equipped as a news room: computers with graphic, layout and video software; cameras; camera peripherals; portable voice recorders</li> </ul>

**Examples of  
Primary Texts and  
References**

<b>Title</b>	No value
<b>Author</b>	Associated Press Stylebook and Briefing on Media Law. New York: Associated Press, 2018.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Harrower, Tim. Inside Reporting, 3rd ed. McGraw-Hill, 2013.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Filak, Vincent F. Dynamics of News Reporting & Writing. Sage, 2019.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value


<b>Title</b>	No value
<b>Author</b>	Deck, Cecilia. La Voz Handbook. 2018.

<b>Title</b>	Associated Press Stylebook and Briefing on Media Law
<b>Author</b>	Associated Press editors
<b>Publisher</b>	Associated Press
<b>Date/Edition</b>	2024 / 56th edition
<b>ISBN</b>	No value

<b>Title</b>	Inside Reporting
<b>Author</b>	Harrower, Tim.
<b>Publisher</b>	McGraw-Hill
<b>Date/Edition</b>	2012/3rd edition
<b>ISBN</b>	No value

<b>Title</b>	Dynamics of News Reporting & Writing
<b>Author</b>	Filak, Vincent F.
<b>Publisher</b>	Sage
<b>Date/Edition</b>	2021/2nd edition
<b>ISBN</b>	No value

<b>Title</b>	La Voz Handbook
<b>Author</b>	La Voz adviser
<b>Publisher</b>	La Voz News
<b>Date/Edition</b>	2024
<b>ISBN</b>	No value

Changed	Field	Current Version	Proposed Version																
		<table><tr><td><b>Publisher</b></td><td>No value</td></tr><tr><td><b>Date/Edition</b></td><td>No value</td></tr><tr><td><b>ISBN</b></td><td>No value</td></tr></table>	<b>Publisher</b>	No value	<b>Date/Edition</b>	No value	<b>ISBN</b>	No value	<table><tr><td><b>Title</b></td><td>Journalism 101 Multimedia Writing / Reporting</td></tr><tr><td><b>Author</b></td><td>Hiro, Erin</td></tr><tr><td><b>Publisher</b></td><td>Open source</td></tr><tr><td><b>Date/Edition</b></td><td>2024 / 1st edition</td></tr><tr><td><b>ISBN</b></td><td>No value</td></tr></table>	<b>Title</b>	Journalism 101 Multimedia Writing / Reporting	<b>Author</b>	Hiro, Erin	<b>Publisher</b>	Open source	<b>Date/Edition</b>	2024 / 1st edition	<b>ISBN</b>	No value
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<b>ISBN</b>	No value																		
	<b>Suggested Reading List</b>	<table><tr><td><b>Reading List</b></td><td>Kanigel, Rachele. The Student Newspaper Survival Guide, 2nd ed, Wiley-Blackwell, 2012.</td></tr><tr><td><b>May include, but are not limited to</b></td><td>No value</td></tr></table> <table><tr><td><b>Reading List</b></td><td>Stovall, James. Writing for the Mass Media, 9th ed. Pearson, 2014.</td></tr><tr><td><b>May include, but are not limited to</b></td><td>No value</td></tr></table>	<b>Reading List</b>	Kanigel, Rachele. The Student Newspaper Survival Guide, 2nd ed, Wiley-Blackwell, 2012.	<b>May include, but are not limited to</b>	No value	<b>Reading List</b>	Stovall, James. Writing for the Mass Media, 9th ed. Pearson, 2014.	<b>May include, but are not limited to</b>	No value	No value								
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<b>May include, but are not limited to</b>	No value																		

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• Employ journalistic reporting and writing skills to produce stories for a student media product such as a newspaper, magazine or website.</li> <li>• Analyze and apply legal and ethical concepts in student media.</li> <li>• Utilize basic media production technology and processes to present assignments.</li> </ul>	<ul style="list-style-type: none"> <li>• Employ journalistic reporting and writing skills to produce stories for a student media product such as a newspaper, magazine or website.</li> <li>• Analyze and apply legal and ethical concepts in student media.</li> <li>• Utilize basic media production technology and processes to present assignments.</li> </ul>

Changed Field

Current Version

Proposed Version



CSLOs

**CSLOs** Create content for publication online or in print using multiple sources.

**Expected SLO Performance** 0.0

**CSLOs** Create content for publication online or in print using multiple sources.

**Expected SLO Performance** 0.0

**CSLOs** Report and write news, feature and opinion pieces using appropriate sources and following ethical guidelines and journalistic conventions for student news media.

**Expected SLO Performance** 0.0

**CSLOs** Report and write news, feature and opinion pieces using appropriate sources and following ethical guidelines and journalistic conventions for student news media.

**Expected SLO Performance** 0.0

**CSLOs** Describe and apply legal and ethical aspects of student news media.

**Expected SLO Performance** 0.0

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**Expected SLO Performance** 0.0

Changed	Field	Current Version	Proposed Version
		<b>CSLOs</b> Develop a portfolio of basic assignments in at least two areas (print, online, multimedia, video, photo) suitable for publication in a newspaper or for a news organization website.	<b>CSLOs</b> Develop a portfolio of basic assignments in at least two areas (print, online, multimedia, video, photo) suitable for publication in a newspaper or for a news organization website.
		<b>Expected SLO Performance</b> 0.0	<b>Expected SLO Performance</b> 0.0

Course Outline
<div></div>

Changed	Field	Current Version	Proposed Version
!	Course Content	<ol style="list-style-type: none"> <li>1. Employ journalistic reporting and writing skills to produce stories for a student media product such as a newspaper, magazine or website.               <ol style="list-style-type: none"> <li>1. Find and report news, feature, opinion and sports stories.</li> <li>2. Interview college, expert and other real-person sources.</li> <li>3. Use the inverted pyramid and other story structures to present stories.</li> <li>4. Write cutlines for photos using an industry standard structure.</li> <li>5. Copy edit and proofread stories, and turn in by deadline.</li> </ol> </li> <li>2. Analyze and apply legal and ethical concepts in student media.               <ol style="list-style-type: none"> <li>1. Discuss First Amendment, libel, privacy and copyright law and ethics policies.</li> <li>2. Create media stories that reflect decision-making based on media law and media ethics policies.</li> <li>3. Analyze the role of advocacy journalism and how to determine when to use it.</li> <li>4. Explain student media staff roles and the role of student media on campus.</li> <li>5. Apply standards of objectivity, diverse sources and equity in reporting.</li> </ol> </li> <li>3. Utilize basic media production technology and processes to present assignments.               <ol style="list-style-type: none"> <li>1. Use software to edit video and photos.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Employ journalistic reporting and writing skills to produce stories for a student media product such as a newspaper, magazine or website.               <ol style="list-style-type: none"> <li>1. Find and report news, feature, opinion and sports stories.</li> <li>2. Interview college, expert and other real-person sources.</li> <li>3. Use the inverted pyramid and other story structures to present stories.</li> <li>4. Write cutlines for photos using an industry standard structure.</li> <li>5. Copy edit and proofread stories, and turn in by deadline.</li> </ol> </li> <li>2. Analyze and apply legal and ethical concepts in student media.               <ol style="list-style-type: none"> <li>1. Discuss First Amendment, libel, privacy and copyright law and ethics policies.</li> <li>2. Create media stories that reflect decision-making based on media law and media ethics policies.</li> <li>3. Analyze the role of advocacy journalism and how to determine when to use it.</li> <li>4. Explain student media staff roles and the role of student media on campus.</li> <li>5. Apply standards of objectivity, diverse sources and equity in reporting.</li> </ol> </li> <li>3. Utilize basic media production technology and processes to present assignments.               <ol style="list-style-type: none"> <li>1. Use software to edit video and photos.</li> </ol> </li> </ol>



Changed	Field	Current Version	Proposed Version
		2. Use design software and online sites to create and post stories and other content. 3. Explore the business side of student media such as print and online advertising and building readership. 4. Explore careers and entrepreneurial opportunities in news media.	2. Use design software and online sites to create and post stories and other content. 3. Explore the business side of student media such as print and online advertising and building readership. 4. Explore careers and entrepreneurial opportunities in news media.
	<b>Lab Component in this Course</b>	No	No
	<b>Lab Outline</b>	No value	No value

#### Blue Form


Changed	Questions	Current Version	Proposed Version
	<b>For changes to the units and hours tab;            1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes;            and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.</b>	No Value	No Value
	<b>1. Is the unit(s) change required for articulation?</b>	No Value	No Value


Changed	Questions	Current Version	Proposed Version
	<b>2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.</b>	No Value	No Value
	<b>3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.</b>	No Value	No Value
	<b>Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b>	No Value	No Value
	<b>Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b>	No Value	No Value
	<b>Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b>	No Value	No Value

Req/Adv			
Changed	Questions	Current Version	Proposed Version
	<b>Prerequisite(s):</b>	No Value	No Value
	<b>Corequisite(s):</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Advisory(ies):</b>	ENGL C1000 or ENGL C1000H or ESL D005.	ENGL C1000 or ENGL C1000H or ESL D005.
<b>!</b>	<b>Advisory(ies) - Other:</b>	F/TV D020.	F/TV D020., JOUR D021A and JOUR D021B
	<b>Limitation(s) on Enrollment:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment - Other:</b>	No Value	No Value
	<b>Entrance Skills(s):</b>	No Value	No Value
	<b>Entrance Skill(s) - Other:</b>	No Value	No Value
	<b>General Course Statement(s):</b>	No Value	No Value
	<b>General Course Statement(s) - Other:</b>	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<b>EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b>	No Value	No Value
	<b>Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.</b>	No Value	Analyzing culturally and rhetorically diverse college-level texts is crucial for journalism students producing campus media as it enhances their ability to understand, engage with, and accurately represent a broad range of perspectives, as stated in the Course Outline B5.
	<b>Objective 2: Compose essays drawn from personal experience and assigned texts.</b>	No Value	No Value
	<b>Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 4:</b> Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	<b>Objective 5:</b> Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	Distinguishing, comparing, and evaluating the multiplicity and ambiguity of perspectives is essential for journalism students producing campus media as it enables them to provide well-rounded and nuanced coverage, providing a more accurate and inclusive representation of the diverse voices within the campus community, as stated in the Course Outline B3.

### B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<b>ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.</b> If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</b>	No Value	No Value
	<b>Objective 2: Develop analytical ideas and topics for essays.</b>	No Value	No Value
	<b>Objective 3: Compose and support thesis statements for analytical essays.</b>	No Value	No Value
	<b>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</b>	No Value	No Value
	<b>Objective 5: Identify and practice writing for different audiences and purposes.</b>	No Value	No Value
	<b>Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.</b>	No Value	No Value
	<b>Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.</b>	No Value	No Value
	<b>Objective 9: Demonstrate appropriate grammar usage and mechanics.</b>	No Value	No Value

### C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<b>ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.</b>	No Value	No Value
	<b>Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.</b>	No Value	No Value
	<b>Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.</b>	No Value	No Value
	<b>Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.</b>	No Value	No Value



Changed	Questions	Current Version	Proposed Version
	<b>Objective 5:</b> <b>Edit</b> <b>compositions</b> <b>to correct</b> <b>errors in the</b> <b>major</b> <b>conventions of</b> <b>Standard</b> <b>Written</b> <b>English.</b>	No Value	No Value

D-Matrix Form			
Changed	Questions	Current Version	Proposed Version
	<b>Intermediate</b> <b>algebra or</b> <b>equivalent (or</b> <b>higher), or</b> <b>appropriate</b> <b>placement</b> <b>beyond</b> <b>intermediate</b> <b>algebra. If this</b> <b>is the requisite</b> <b>for the course,</b> <b>complete the</b> <b>objective(s)</b> <b>below. If this</b> <b>requisite is</b> <b>being</b> <b>removed,</b> <b>provide an</b> <b>explanation as</b> <b>to why.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 1:</b> Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	<b>Objective 2:</b> Investigate the use of mathematics in real world.	No Value	No Value
	<b>Objective 3:</b> Explore functions.	No Value	No Value
	<b>Objective 4:</b> Develop linear function models.	No Value	No Value
	<b>Objective 5:</b> Use systems of two linear equations to solve real world problems.	No Value	No Value
	<b>Objective 6:</b> Use linear inequalities in one variable to solve real world problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 7: Examine exponential expressions and develop exponential function models.</b>	No Value	No Value
	<b>Objective 8: Examine logarithmic expressions and develop logarithmic function models.</b>	No Value	No Value
	<b>Objective 9: Develop quadratic function models to solve problems.</b>	No Value	No Value
	<b>Objective 10: Investigate the characteristics of rational expressions.</b>	No Value	No Value
	<b>Objective 11: Develop skills to work with radical expressions.</b>	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p><b>Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b></p>	No Value	No Value
	<p><b>Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.</b></p>	No Value	No Value
	<p><b>Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.</b></p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.</b>	No Value	No Value
	<b>Objective 4: Develop linear function models to solve problems.</b>	No Value	No Value
	<b>Objective 5: Use systems of two linear equations to solve real-world problems.</b>	No Value	No Value
	<b>Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.</b>	No Value	No Value
	<b>Objective 7: Develop quadratic function models to solve problems.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 8:</b> <b>Use</b> <b>inequalities to</b> <b>solve real</b> <b>world</b> <b>problems.</b>	No Value	No Value
	<b>Objective 9:</b> <b>Explore</b> <b>arithmetic</b> <b>sequences and</b> <b>series.</b>	No Value	No Value
	<b>Objective 10:</b> <b>Investigate,</b> <b>throughout the</b> <b>course as</b> <b>applicable,</b> <b>how</b> <b>mathematics</b> <b>has developed</b> <b>as a human</b> <b>activity around</b> <b>the world.</b>	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 4: Solve problems involving operations with signed numbers.</b>	No Value	No Value
	<b>Objective 5: Explore the characteristics and properties of real numbers.</b>	No Value	No Value
	<b>Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.</b>	No Value	No Value
	<b>Objective 7: Explore rates and ratios and use proportions to solve problems.</b>	No Value	No Value
	<b>Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.</b>	No Value	No Value





Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.	No Value	No Value
	If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

<b>H-Matrix Form</b>

Changed	Questions	Current Version	Proposed Version
	<b>Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.</b>	No Value	No Value
	<b>Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.</b>	No Value	No Value
	<b>Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.</b>	No Value	No Value
	<b>Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.</b>	No Value	No Value
	<b>Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.</b>	No Value	No Value
	<b>Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.</b>	No Value	No Value

## De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	<b>Criteria 1:</b> <b>Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	No Value
	<b>Criteria 2:</b> <b>Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Criteria 3:</b> <b>Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	No Value
	<b>Criteria 4:</b> <b>Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	No Value
	<b>Criteria 5:</b> <b>Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	No Value

Comments			
Changed	Questions	Current Version	Proposed Version
	<b>Stage 2: Department Chair</b>	No Value	No Value
	<b>Stage 3: Division Curriculum Representative</b>	No Value	No Value
	<b>Stage 4: Division Dean</b>	No Value	No Value
	<b>Stage 5: SLO Coordinator</b>	No Value	No Value
	<b>Stage 7: Content Review Matrix Liaison</b>	No Value	No Value
	<b>Stage 8: Dean of Online Learning</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Stage 9: Articulation Officer</b>	No Value	No Value
	<b>Stage 10: De Anza General Education</b>	No Value	No Value
	<b>Stage 13: Curriculum Committee</b>	No Value	No Value

## CO

Changed	Questions	Current Version	Proposed Version
	<b>Sort ID (00 &lt; 10; 0 &lt; 100)</b>	JOUR 061A	JOUR 061A
	<b>Course Status</b>	Non-substantial	Non-substantial
	<b>Course Characteristics</b>	CTE	CTE
	<b>Cross-Listed/Related Course Information</b>	NA	NA
	<b>Cross-Listed/Related Course ID's</b>	No Value	No Value
	<b>DL Approval Date (MM/DD/YYYY)</b>	No Value	No Value
	<b>Hybrid Approval Date (MM/DD/YYYY)</b>	02/27/2018	02/27/2018
	<b>Curriculum Office Notes</b>	<ul style="list-style-type: none"> <li>• Requisite change appr. 1/17/23 (effect. F23).-cc</li> <li>• CCN requisite changes appr. 9/23/24 (effect. F25). -ae</li> </ul>	<ul style="list-style-type: none"> <li>• Requisite change appr. 1/17/23 (effect. F23).-cc</li> <li>• CCN requisite changes appr. 9/23/24 (effect. F25). -ae</li> </ul>

## Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	JOURD061A
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2023 12:00:00 AM
	External Review Approval Date	Sep 1, 2018 12:00:00 AM
	Course Control Number	CCC000525403

## Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	






Summary of Changes	
Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	Discipline 2
Faculty Requirements	FSA
More Options	Grade Options
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Req/Adv	Advisory(ies) - Other:
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

General Information

Changed	Field	Current Version	Proposed Version
!	Faculty Initiator	<ul style="list-style-type: none"> <li>Mi Chang</li> </ul>	<ul style="list-style-type: none"> <li>Ashley Egbert</li> <li>Dada, Farideh</li> </ul>
	Course ID (CB01A and CB01B)	JOURD361A	JOURD361A
	Course Control Number	No value	
	Course Title (CB02)	Student News Media Production I	Student News Media Production I
	Short Course Title	STUDENT NEWS MEDIA PROD I	STUDENT NEWS MEDIA PROD I
	TOP Code (CB03)	0602.00	0602.00 Journalism
	CIP Code	Journalism	09.0401 Journalism
	Department	JOUR - Journalism	JOUR - Journalism
!	Effective Term	Fall 2025	Fall <del>2025</del> <u>2026</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
!	Course Description	This course allows students to gain practical experience in creating basic news and feature content as members of the college newspaper, magazine or online media staff.	<del>This- The</del> <del>course allows students to gain practical</del> <u>provides practical, hands-on</u> experience in creating basic news and feature content <del>as members of</del> <u>within</u> the college newspaper, <del>magazine- magazine,</del> or online <del>media staff- media</del> . <u>Led by students, the focus is on producing content for distribution to the community audience.</u>
	Course Type (CB27)	<ul style="list-style-type: none"> <li>Lower Division</li> </ul>	<ul style="list-style-type: none"> <li>Lower Division</li> </ul>
!	Mode of Delivery	No value	<ul style="list-style-type: none"> <li>Online</li> <li>Hybrid</li> </ul>

## Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"><li>Journalism</li></ul>
	Discipline 2	No value	<ul style="list-style-type: none"><li>Mass Communication</li></ul>
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"><li>FHDA FSA - JOURNALISM</li></ul>

## Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

## Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This is a noncredit, stand-alone CTE course. This course gives students hands-on experience in the basics of creating content for student news media. The De Anza Journalism Department Advisory Committee recommends that journalism students include this type of hands-on experience in order to be competitive in the job market.	This is a noncredit, stand-alone CTE course. This course gives students hands-on experience in the basics of creating content for student news media. The De Anza Journalism Department Advisory Committee recommends that journalism students include this type of hands-on experience in order to be competitive in the job market.

## Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

### Course Philosophy

Changed	Field	Current Version	Proposed Version
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	Course Philosophy	No value	
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### CTE Course

Changed	Field	Current Version	Proposed Version
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	Is this a CTE (Career Technical Education) course?	Yes	Yes
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### Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
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	Is this an honors/non-honors course?	No	No
--	--------------------------------------	----	----

### Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
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	Is this a mirrored credit/noncredit course?	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course
--	---	---	---

### Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No	No

Foothill Equivalency			
Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No

More Options			
Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	99	99
!	Grade Options	<ul style="list-style-type: none"> <li>Pass/No Pass</li> </ul>	<ul style="list-style-type: none"> <li>Letter Grade</li> <li>Pass/No Pass</li> </ul>

Changed	Field	Current Version	Proposed Version
	<b>Allow Students to Gain Credit by Exam/Challenge</b>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Repeatability Statement</b>	(No limit on student re-enrollment for 0 unit courses.)	(No limit on student re-enrollment for 0 unit courses.)

### UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	<b>If yes, identify the lower-division UC course and campus.</b>	No value	
	<b>Will the course fulfill a UC/CSU lower-division major requirement?</b>	No value	
	<b>If yes, identify the UC/CSU campus, course and major.</b>	No value	
	<b>Will the course be UC transferable?</b>	No value	

### Associated Programs

Changed	Field	Current Version	Proposed Version
	<b>Course is part of a program</b>	No value	No value

**Transferability & Gen. Ed. Options**

Changed	Field	Current Version	Proposed Version
	<b>Transfer Status (CB05)</b>	Not transferable	Not transferable
	<b>Course General Education Status (CB25)</b>	Y	Y
	<b>Transfer Status</b>	Not transferable	Not transferable
	<b>GE Information</b>	No value	No value

**Weekly Student Hours - Profile Name: Default Profile**

Changed	Field	Current Version	Proposed Version
	<b>Lecture Hours - In Class</b>	0	0
	<b>Lecture Hours - Out of Class</b>	0	0
	<b>Laboratory Hours - In Class</b>	9	9
	<b>Laboratory Hours - Out of Class</b>	0	0
	<b>NA Hours - In Class</b>	0	0
	<b>NA Hours - Out of Class</b>	0	0

**Course Student Hours - Profile Name: Default Profile**

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	0	0
	Total Student Learning Hours	108	108
	Lecture Hours - Course In-Class (Contact) per Term	0	0
	Lecture Hours - Course Out-of-Class per Term	0	0
	Laboratory Hours - Course In-Class (Contact) per Term	108	108
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	108	108



Changed	Field	Current Version	Proposed Version
	Total - Course Out-of-Class Hours	0	0
	Total Credit Units - Minimum Credit Units	0	0
	Total Credit Units - Maximum Credit Units	0	0

Speciality Hours			
Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options			
Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Non-Enhanced Funding.	Non-Enhanced Funding.
	Course Credit Status (CB04)	Non-Credit	Non-Credit
	Course Non Credit Category (CB22)	Workforce Preparation.	Workforce Preparation.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>

Changed	Field	Current Version	Proposed Version
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units			
Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	-	0
	Total Laboratory Hours per Term	108	108
	Total Contact Hours per Term	-	0
	Total Credit Units	-	0
	Minimum Credit Units	-	0
	Maximum Credit Units	-	0

SKIP			
Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications			



## Methods of Instruction

### Methods of Instruction

**Methods of Instruction**

Visual aids  
 Discussion of assigned reading  
 Collaborative learning and small group exercises  
 Laboratory experience which involve students in formal exercises of news gathering and reporting activities  
 Extended projects  
 Guest speakers  
 Laboratory discussion sessions and quizzes that evaluate the proceedings weekly  
 laboratory exercises

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 Laboratory experience which involve students in formal exercises of news gathering and reporting activities  
 Extended projects  
 Guest speakers  
 Laboratory discussion sessions and quizzes that evaluate the proceedings weekly  
 laboratory exercises

## Assignments

1. Complete one or more basic reporting/writing and/or visual media and/or online assignments per week, such coverage of one event; submit by deadline.
2. Read about and react to journalistic concepts and issues using critical thinking skills.
3. Participate in self-critiques and peer critiques
4. Compile a digital or print portfolio of completed work, including a log of activities with descriptions of learning experiences and time spent on assignments.

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**Methods of Evaluation**

**Methods of Evaluation**

**Methods of Evaluation**

1. Assignments evaluated for adherence to conventions of journalistic style, considerations of media ethics and law, and deadline timeliness.
2. Comprehension tests requiring students to demonstrate critical thinking and application of concepts.
3. Critiques and self-critiques evaluated based on thoroughness and identification of areas needing improvement.
4. Review of portfolio and log for completeness and professionalism of presentation.
5. Final exam on course concepts, including application of legal and ethical guidelines.

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5. Final exam on course concepts, including application of legal and ethical guidelines.

Changed	Field	Current Version	Proposed Version
!	Essential Student Materials/Essential College Facilities	<p><b>Essential Student Materials:</b></p> <ul style="list-style-type: none"> <li>• None.</li> </ul> <p><b>Essential College Facilities:</b></p> <ul style="list-style-type: none"> <li>• A classroom/laboratory equipped as a news room: computers with graphic, layout and video software; cameras; camera peripherals; portable voice recorders</li> </ul>	<p><b>Essential Student Materials:</b></p> <ul style="list-style-type: none"> <li>• Students will need access to a laptop or a computer with a working camera, audio and internet access. These will allow students to participate on Canvas and on Zoom.</li> </ul> <p><b>Essential College Facilities:</b></p> <ul style="list-style-type: none"> <li>• A classroom/laboratory equipped as a newsroom: computers with graphic, layout and video software; cameras; camera peripherals; portable voice recorders; podcast equipment; printer; AP stylebook; dictionaries.</li> <li>• Access to SNO FLOW, La Voz website, College Source app, and La Voz social media. Some of these platforms need annual payment. It is very helpful if students will have access to Adobe Creative Suite. They need to have access to programs such as InDesign, Photoshop, Audacity, Audition as well as video editing programs.</li> </ul>

**Examples of  
Primary Texts and  
References**

<b>Title</b>	No value
<b>Author</b>	Associated Press Stylebook and Briefing on Media Law. New York: Associated Press, 2018.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Harrower, Tim. Inside Reporting, 3rd ed. McGraw-Hill, 2013.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Filak, Vincent F. Dynamics of News Reporting & Writing. Sage, 2019.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value


<b>Title</b>	No value
<b>Author</b>	Deck, Cecilia. La Voz Handbook. 2018.

<b>Title</b>	Associated Press Stylebook and Briefing on Media Law
<b>Author</b>	Associated Press editors
<b>Publisher</b>	Associated Press
<b>Date/Edition</b>	2024 / 56th edition
<b>ISBN</b>	No value

<b>Title</b>	Inside Reporting
<b>Author</b>	Harrower, Tim.
<b>Publisher</b>	McGraw-Hill
<b>Date/Edition</b>	2012/3rd edition
<b>ISBN</b>	No value

<b>Title</b>	Dynamics of News Reporting & Writing
<b>Author</b>	Filak, Vincent F.
<b>Publisher</b>	Sage
<b>Date/Edition</b>	2021/2nd edition
<b>ISBN</b>	No value

<b>Title</b>	La Voz Handbook
<b>Author</b>	La Voz News adviser
<b>Publisher</b>	La Voz News
<b>Date/Edition</b>	2024
<b>ISBN</b>	No value

Changed	Field	Current Version	Proposed Version																
		<table><tr><td><b>Publisher</b></td><td>No value</td></tr><tr><td><b>Date/Edition</b></td><td>No value</td></tr><tr><td><b>ISBN</b></td><td>No value</td></tr></table>	<b>Publisher</b>	No value	<b>Date/Edition</b>	No value	<b>ISBN</b>	No value	<table><tr><td><b>Title</b></td><td>Journalism 101 Multimedia Writing / Reporting</td></tr><tr><td><b>Author</b></td><td>Hiro, Erin</td></tr><tr><td><b>Publisher</b></td><td>Open Source</td></tr><tr><td><b>Date/Edition</b></td><td>2024 / 1st edition</td></tr><tr><td><b>ISBN</b></td><td>No value</td></tr></table>	<b>Title</b>	Journalism 101 Multimedia Writing / Reporting	<b>Author</b>	Hiro, Erin	<b>Publisher</b>	Open Source	<b>Date/Edition</b>	2024 / 1st edition	<b>ISBN</b>	No value
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<b>Publisher</b>	Open Source																		
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<b>ISBN</b>	No value																		
	<b>Suggested Reading List</b>	<table><tr><td><b>Reading List</b></td><td>Kanigel, Rachele. The Student Newspaper Survival Guide, 2nd ed, Wiley-Blackwell, 2012.</td></tr><tr><td><b>May include, but are not limited to</b></td><td>No value</td></tr></table> <table><tr><td><b>Reading List</b></td><td>Stovall, James. Writing for the Mass Media, 9th ed. Pearson, 2014.</td></tr><tr><td><b>May include, but are not limited to</b></td><td>No value</td></tr></table>	<b>Reading List</b>	Kanigel, Rachele. The Student Newspaper Survival Guide, 2nd ed, Wiley-Blackwell, 2012.	<b>May include, but are not limited to</b>	No value	<b>Reading List</b>	Stovall, James. Writing for the Mass Media, 9th ed. Pearson, 2014.	<b>May include, but are not limited to</b>	No value	No value								
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Learning Outcomes and Objectives
<div></div>

Changed	Field	Current Version	Proposed Version
	<b>Course Objectives</b>	<ul style="list-style-type: none"><li>• Employ journalistic reporting and writing skills to produce stories for a student media product such as a newspaper, magazine or website.</li><li>• Analyze and apply legal and ethical concepts in student media.</li><li>• Utilize basic media production technology and processes to present assignments.</li></ul>	<ul style="list-style-type: none"><li>• Employ journalistic reporting and writing skills to produce stories for a student media product such as a newspaper, magazine or website.</li><li>• Analyze and apply legal and ethical concepts in student media.</li><li>• Utilize basic media production technology and processes to present assignments.</li></ul>



**CSLOs**

**CSLOs** Create content for publication online or in print using multiple sources.

**Expected SLO Performance** 0.0

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**Expected SLO Performance** 0.0

**CSLOs** Report and write news, feature and opinion pieces using appropriate sources and following ethical guidelines and journalistic conventions for student news media.

**Expected SLO Performance** 0.0

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**Expected SLO Performance** 0.0

**CSLOs** Describe and apply legal and ethical aspects of student news media.

**Expected SLO Performance** 0.0

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**Expected SLO Performance** 0.0

Changed	Field	Current Version	Proposed Version
		<b>CSLOs</b> Develop a portfolio of basic assignments in at least two areas (print, online, multimedia, video, photo) suitable for publication in a newspaper or for a news organization website.	<b>CSLOs</b> Develop a portfolio of basic assignments in at least two areas (print, online, multimedia, video, photo) suitable for publication in a newspaper or for a news organization website.
		<b>Expected SLO Performance</b> 0.0	<b>Expected SLO Performance</b> 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	<b>Course Content</b>	<ol style="list-style-type: none"> <li>1. Employ journalistic reporting and writing skills to produce stories for a student media product such as a newspaper, magazine or website.               <ol style="list-style-type: none"> <li>1. Find and report news, feature, opinion and sports stories.</li> <li>2. Interview college, expert and other real-person sources.</li> <li>3. Use the inverted pyramid and other story structures to present stories.</li> <li>4. Write cutlines for photos using an industry standard structure.</li> <li>5. Copy edit and proofread stories, and turn in by deadline.</li> </ol> </li> <li>2. Analyze and apply legal and ethical concepts in student media.               <ol style="list-style-type: none"> <li>1. Discuss First Amendment, libel, privacy and copyright law and ethics policies.</li> <li>2. Create media stories that reflect decision-making based on media law and media ethics policies.</li> <li>3. Analyze the role of advocacy journalism and how to determine when to use it.</li> <li>4. Explain student media staff roles and the role of student media on campus.</li> <li>5. Apply standards of objectivity, diverse sources and equity in reporting.</li> </ol> </li> <li>3. Utilize basic media production technology and processes to present assignments.               <ol style="list-style-type: none"> <li>1. Use software to edit video and photos.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Employ journalistic reporting and writing skills to produce stories for a student media product such as a newspaper, magazine or website.               <ol style="list-style-type: none"> <li>1. Find and report news, feature, opinion and sports stories.</li> <li>2. Interview college, expert and other real-person sources.</li> <li>3. Use the inverted pyramid and other story structures to present stories.</li> <li>4. Write cutlines for photos using an industry standard structure.</li> <li>5. Copy edit and proofread stories, and turn in by deadline.</li> </ol> </li> <li>2. Analyze and apply legal and ethical concepts in student media.               <ol style="list-style-type: none"> <li>1. Discuss First Amendment, libel, privacy and copyright law and ethics policies.</li> <li>2. Create media stories that reflect decision-making based on media law and media ethics policies.</li> <li>3. Analyze the role of advocacy journalism and how to determine when to use it.</li> <li>4. Explain student media staff roles and the role of student media on campus.</li> <li>5. Apply standards of objectivity, diverse sources and equity in reporting.</li> </ol> </li> <li>3. Utilize basic media production technology and processes to present assignments.               <ol style="list-style-type: none"> <li>1. Use software to edit video and photos.</li> </ol> </li> </ol>

Changed	Field	Current Version	Proposed Version
		2. Use design software and online sites to create and post stories and other content. 3. Explore the business side of student media such as print and online advertising and building readership. 4. Explore careers and entrepreneurial opportunities in news media.	2. Use design software and online sites to create and post stories and other content. 3. Explore the business side of student media such as print and online advertising and building readership. 4. Explore careers and entrepreneurial opportunities in news media.
	<b>Lab Component in this Course</b>	No	No
	<b>Lab Outline</b>	No value	No value

#### Blue Form


Changed	Questions	Current Version	Proposed Version
	<b>For changes to the units and hours tab;            1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes;            and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.</b>	No Value	No Value
	<b>1. Is the unit(s) change required for articulation?</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.</b>	No Value	No Value
	<b>3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.</b>	No Value	No Value
	<b>Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b>	No Value	No Value
	<b>Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b>	No Value	No Value
	<b>Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b>	No Value	No Value

Req/Adv			
Changed	Questions	Current Version	Proposed Version
	<b>Prerequisite(s):</b>	No Value	No Value
	<b>Corequisite(s):</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Advisory(ies):</b>	ENGL C1000 or ENGL C1000H or ESL D005.	ENGL C1000 or ENGL C1000H or ESL D005.
<b>!</b>	<b>Advisory(ies) - Other:</b>	F/TV D020.	F/TV D020, JOUR 21A and JOUR 21B
	<b>Limitation(s) on Enrollment:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment - Other:</b>	No Value	No Value
	<b>Entrance Skills(s):</b>	No Value	No Value
	<b>Entrance Skill(s) - Other:</b>	No Value	No Value
	<b>General Course Statement(s):</b>	NONCREDIT: (This is a noncredit, stand-alone CTE course.)	NONCREDIT: (This is a noncredit, stand-alone CTE course.)
	<b>General Course Statement(s) - Other:</b>	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<b>EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b>	No Value	No Value
	<b>Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.</b>	No Value	Analyzing culturally and rhetorically diverse college-level texts is crucial for journalism students producing campus media as it enhances their ability to understand, engage with, and accurately represent a broad range of perspectives, as stated in the Course Outline B5.
	<b>Objective 2: Compose essays drawn from personal experience and assigned texts.</b>	No Value	No Value
	<b>Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 4:</b> Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	<b>Objective 5:</b> Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

### B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<b>ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.</b> If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	<b>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</b>	No Value	No Value



Changed	Questions	Current Version	Proposed Version
	<b>Objective 2: Develop analytical ideas and topics for essays.</b>	No Value	No Value
	<b>Objective 3: Compose and support thesis statements for analytical essays.</b>	No Value	No Value
	<b>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</b>	No Value	No Value
	<b>Objective 5: Identify and practice writing for different audiences and purposes.</b>	No Value	No Value
	<b>Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.</b>	No Value	No Value
	<b>Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.</b>	No Value	No Value
	<b>Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 9: Demonstrate appropriate grammar usage and mechanics.</b>	No Value	No Value

### C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<b>ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b>	No Value	No Value
	<b>Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 2:</b> <b>Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.</b>	No Value	No Value
	<b>Objective 3:</b> <b>Produce written work using a cyclical process of multiples drafts and revisions.</b>	No Value	No Value
	<b>Objective 4:</b> <b>Demonstrate the ability to include a variety of sentence structures in writing.</b>	No Value	No Value
	<b>Objective 5:</b> <b>Edit compositions to correct errors in the major conventions of Standard Written English.</b>	No Value	No Value

<b>D-Matrix Form</b>

Changed	Questions	Current Version	Proposed Version
	<p><b>Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b></p>	No Value	No Value
	<p><b>Objective 1:</b>  <b>Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.</b></p>	No Value	No Value
	<p><b>Objective 2:</b>  <b>Investigate the use of mathematics in real world.</b></p>	No Value	No Value
	<p><b>Objective 3:</b>  <b>Explore functions.</b></p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 4: Develop linear function models.</b>	No Value	No Value
	<b>Objective 5: Use systems of two linear equations to solve real world problems.</b>	No Value	No Value
	<b>Objective 6: Use linear inequalities in one variable to solve real world problems.</b>	No Value	No Value
	<b>Objective 7: Examine exponential expressions and develop exponential function models.</b>	No Value	No Value
	<b>Objective 8: Examine logarithmic expressions and develop logarithmic function models.</b>	No Value	No Value
	<b>Objective 9: Develop quadratic function models to solve problems.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 10:</b> Investigate the characteristics of rational expressions.	No Value	No Value
	<b>Objective 11:</b> Develop skills to work with radical expressions.	No Value	No Value

### E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<b>Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 1:</b> <b>Develop, throughout the course as applicable, systematic problem-solving methods.</b>	No Value	No Value
	<b>Objective 2:</b> <b>Explore the function concept algebraically, numerically, verbally and graphically.</b>	No Value	No Value
	<b>Objective 3:</b> <b>Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.</b>	No Value	No Value
	<b>Objective 4:</b> <b>Develop linear function models to solve problems.</b>	No Value	No Value
	<b>Objective 5:</b> <b>Use systems of two linear equations to solve real-world problems.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 6:</b> Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	<b>Objective 7:</b> Develop quadratic function models to solve problems.	No Value	No Value
	<b>Objective 8:</b> Use inequalities to solve real world problems.	No Value	No Value
	<b>Objective 9:</b> Explore arithmetic sequences and series.	No Value	No Value
	<b>Objective 10:</b> Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value



Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 4:</b> <b>Solve problems involving operations with signed numbers.</b>	No Value	No Value
	<b>Objective 5:</b> <b>Explore the characteristics and properties of real numbers.</b>	No Value	No Value
	<b>Objective 6:</b> <b>Use estimation to determine approximate solutions and to check the reasonableness of answers.</b>	No Value	No Value
	<b>Objective 7:</b> <b>Explore rates and ratios and use proportions to solve problems.</b>	No Value	No Value
	<b>Objective 8:</b> <b>Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.</b>	No Value	No Value



Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.	No Value	No Value
	If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

<b>H-Matrix Form</b>

Changed	Questions	Current Version	Proposed Version
	<b>Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.</b>	No Value	No Value
	<b>Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.</b>	No Value	No Value
	<b>Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.</b>	No Value	No Value
	<b>Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.</b>	No Value	No Value
	<b>Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.</b>	No Value	No Value
	<b>Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.</b>	No Value	No Value

## De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	<b>Criteria 1:</b> <b>Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	No Value
	<b>Criteria 2:</b> <b>Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Criteria 3:</b> <b>Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	No Value
	<b>Criteria 4:</b> <b>Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	No Value
	<b>Criteria 5:</b> <b>Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	No Value

Comments			
Changed	Questions	Current Version	Proposed Version
	<b>Stage 2: Department Chair</b>	No Value	No Value
	<b>Stage 3: Division Curriculum Representative</b>	No Value	No Value
	<b>Stage 4: Division Dean</b>	No Value	No Value
	<b>Stage 5: SLO Coordinator</b>	No Value	No Value
	<b>Stage 7: Content Review Matrix Liaison</b>	No Value	No Value
	<b>Stage 8: Dean of Online Learning</b>	No Value	No Value



Changed	Questions	Current Version	Proposed Version
	<b>Stage 9: Articulation Officer</b>	No Value	No Value
	<b>Stage 10: De Anza General Education</b>	No Value	No Value
	<b>Stage 13: Curriculum Committee</b>	No Value	No Value

## CO

Changed	Questions	Current Version	Proposed Version
	<b>Sort ID (00 &lt; 10; 0 &lt; 100)</b>	JOUR 361A	JOUR 361A
	<b>Course Status</b>	New Stand-Alone	New Stand-Alone
	<b>Course Characteristics</b>	CTE	CTE
	<b>Cross-Listed/Related Course Information</b>	NA	NA
	<b>Cross-Listed/Related Course ID's</b>	No Value	No Value
	<b>DL Approval Date (MM/DD/YYYY)</b>	No Value	No Value
	<b>Hybrid Approval Date (MM/DD/YYYY)</b>	No Value	No Value
	<b>Curriculum Office Notes</b>	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> <li>CCN requisite changes appr. 9/23/24 (effect. F25). -ae</li> </ul>	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> <li>CCN requisite changes appr. 9/23/24 (effect. F25). -ae</li> </ul>

## Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	JOURD361A
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2023 12:00:00 AM
	External Review Approval Date	Sep 1, 2018 12:00:00 AM
	Course Control Number	

## Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	

De Anza College

# Change Report

10/16/2024

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	Discipline 2
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department

Section	Changed field
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Hybrid Approval Date (MM/DD/YYYY)
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Comments	Stage 8: Dean of Online Learning
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?

## Section

## Changed field

Cross-listed Course

Is this a cross-listed course?

## General Information

Changed	Field	Current Version	Proposed Version
!	Faculty Initiator	• eLumenData, eLumenData	• Farideh Dada
	Course ID (CB01A and CB01B)	JOURD061B	JOURD061B
	Course Control Number	CCC000545337	CCC000545337
	Course Title (CB02)	Student News Media Production II	Student News Media Production II
	Short Course Title	STUDENT NEWS MEDIA PROD II	STUDENT NEWS MEDIA PROD II
	TOP Code (CB03)	0602.00	0602.00 Journalism
	CIP Code	Journalism	09.0401 Journalism
	Department	JOUR - Journalism	JOUR - Journalism
!	Effective Term	Fall 2021	Fall <del>2024</del> <u>2026</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
!	Course Description	Practical experience in creating longer and complex news, feature and visual content as a member of the college newspaper, magazine or online media staff.	<del>Practical-</del> <u>The course provides practical, hands-on</u> experience in creating longer and complex news, feature and visual content <del>as a member of</del> <u>within</u> the college newspaper, <del>magazine- magazine,</del> or online <del>media-staff- media.</del> <u>Led by students, the focus is on producing complex content for distribution to the community audience.</u>
!	Course Type (CB27)	No value	• Lower Division

Changed	Field	Current Version	Proposed Version
!	Mode of Delivery	<ul style="list-style-type: none"> <li>Hybrid</li> </ul>	<ul style="list-style-type: none"> <li>Online</li> <li>Hybrid</li> </ul>

### Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"> <li>Journalism</li> </ul>
!	Discipline 2	No value	<ul style="list-style-type: none"> <li>Mass Communication</li> </ul>
	Discipline 3	No value	No value
!	FSA	No value	<ul style="list-style-type: none"> <li>FHDA FSA - JOURNALISM</li> </ul>

### Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	<p>This course gives students hands-on experience in creating complex content for news media such as series, packages of related stories, and photo essays. It is part of the Journalism AA-T degree and part of a CTE program. It is CSU transferable. The De Anza Journalism Department Advisory Committee recommends that journalism students include this type of hands-on experience in order to be competitive in the job market.</p>	<p>This course gives students hands-on experience in creating complex content for news media such as series, packages of related stories, and photo essays. It is part of the Journalism AA-T degree and part of a CTE program. It is CSU transferable. The De Anza Journalism Department Advisory Committee recommends that journalism students include this type of hands-on experience in order to be competitive in the job market.</p>

### Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Course ID	No value	

Changed	Field	Current Version	Proposed Version
	Does the course have a Foothill equivalent?	No	No
	Foothill Faculty Consultation Name	No value	

Course Philosophy			
Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	


Formerly Statement			
Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Stand-Alone Statement			
Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	


CTE Course			

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No value	<u>Yes</u>


#### Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	No value	<u>No</u>

#### Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No value	<u>No</u>

#### Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No value	<u>No</u>

#### More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.



Changed	Field	Current Version	Proposed Version
	<b>Course Prior To College Level</b>	Not applicable.	Not applicable.
	<b>Course Special Class Status (CB13)</b>	Course is not a special class.	Course is not a special class.
	<b>Course Support Status (CB26)</b>	Course is not a support course	Course is not a support course
	<b>Repeat Limit</b>	0	0
	<b>Grade Options</b>	<ul style="list-style-type: none"> <li>• Letter Grade</li> <li>• Pass/No Pass</li> </ul>	<ul style="list-style-type: none"> <li>• Letter Grade</li> <li>• Pass/No Pass</li> </ul>
	<b>Allow Students to Gain Credit by Exam/Challenge</b>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Repeatability Statement</b>	No value	

Stand-Alone Statement			
Changed	Field	Current Version	Proposed Version
	<b>Stand-Alone Statement</b>	No value	

Associated Programs			

Changed Field

Current Version

Proposed Version

Course is  
part of a  
program

**Associated Program** Public Relations

**Award Type** Certificate of Achievement-Advanced (COA-A)

**Associated Program** Public Relations

**Award Type** Certificate of Achievement-Advanced (COA-A)

**Associated Program** Journalism for Transfer

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Associated Program** Journalism for Transfer

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Associated Program** Journalism for Transfer

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Associated Program** Journalism for Transfer

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Associated Program** Associate in Arts in Journalism for Transfer

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Associated Program** Associate in Arts in Journalism for Transfer

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Associated Program** Journalism

**Award Type** Associate in Arts (A.A.) Degree

**Associated Program** Journalism

**Award Type** Associate in Arts (A.A.) Degree

**Associated Program** Journalism

**Award Type** Associate in Arts (A.A.) Degree

**Associated Program** Journalism

**Award Type** Associate in Arts (A.A.) Degree

## Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version												
	Transfer Status (CB05)	Transferable to CSU only	Transferable to CSU only												
	Course General Education Status (CB25)	Y	Y												
	Transfer Status	Approved	Approved												
	GE Information	<table><tr><th>System/Institution</th><th>C-ID</th></tr><tr><td>Area(s)</td><td>• JOUR - Approved.</td></tr><tr><td>-</td><td>JOUR D061B &amp; JOUR D061C required for C-ID JOUR 131</td></tr></table>	System/Institution	C-ID	Area(s)	• JOUR - Approved.	-	JOUR D061B & JOUR D061C required for C-ID JOUR 131	<table><tr><th>System/Institution</th><th>C-ID</th></tr><tr><td>Area(s)</td><td>• JOUR - Approved.</td></tr><tr><td>-</td><td>JOUR D061B &amp; JOUR D061C required for C-ID JOUR 131</td></tr></table>	System/Institution	C-ID	Area(s)	• JOUR - Approved.	-	JOUR D061B & JOUR D061C required for C-ID JOUR 131
System/Institution	C-ID														
Area(s)	• JOUR - Approved.														
-	JOUR D061B & JOUR D061C required for C-ID JOUR 131														
System/Institution	C-ID														
Area(s)	• JOUR - Approved.														
-	JOUR D061B & JOUR D061C required for C-ID JOUR 131														

## Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	<b>Lecture Hours - In Class</b>	0	0
	<b>Lecture Hours - Out of Class</b>	0	0
	<b>Laboratory Hours - In Class</b>	9	9
	<b>Laboratory Hours - Out of Class</b>	0	0

Changed	Field	Current Version	Proposed Version
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

#### Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	108	108
	Lecture Hours - Course In-Class (Contact) per Term	0	0
	Lecture Hours - Course Out-of-Class per Term	0	0
	Laboratory Hours - Course In-Class (Contact) per Term	108	108
	Laboratory Hours - Course Out-of-Class per Term	0	0

Changed	Field	Current Version	Proposed Version
	NA Hours - Course In- Class (Contact) per Term	0	0
	NA Hours - Course Out-of- Class per Term	0	0
	Total - Course In-Class (Contact) Hours	108	108
	Total - Course Out-of-Class Hours	0	0
	Total Credit Units - Minimum Credit Units	3	3
	Total Credit Units - Maximum Credit Units	3	3

### Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

### Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.

Changed	Field	Current Version	Proposed Version
	<b>Course Credit Status (CB04)</b>	Credit - Degree Applicable	Credit - Degree Applicable
	<b>Course Non Credit Category (CB22)</b>	Credit Course.	Credit Course.
	<b>Funding Agency Category (CB23)</b>	Not Applicable.	Not Applicable.
	<b>Cooperative Work Experience Education Status (CB10)</b>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Variable Credit Course</b>	<input type="checkbox"/>	<input type="checkbox"/>

### Credit Units

Changed	Field	Current Version	Proposed Version
	<b>Course Duration (Weeks)</b>	12	12
	<b>Total Lecture Hours per Term</b>	-	0
	<b>Total Laboratory Hours per Term</b>	108	108
	<b>Total Contact Hours per Term</b>	-	0
	<b>Total Credit Units</b>	3	3
	<b>Minimum Credit Units</b>	3	3
	<b>Maximum Credit Units</b>	3	3

SKIP			
Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value


Specifications			
Changed	Field	Current Version	Proposed Version
!	Methods of Instruction	<div> <div>Methods of Instruction</div> <div> <div>Methods of Instruction</div> <div> Visual aids  Discussion of assigned reading  Collaborative learning and small group exercises  Laboratory experience which involve students in formal exercises of news gathering and reporting activities </div> </div> </div>	<div> <div>Methods of Instruction</div> <div> <div>Methods of Instruction</div> <div> Visual aids  Discussion of assigned reading  Collaborative learning and small group exercises  Guest speaker  Laboratory experience which involve students in formal exercises of news gathering and reporting activities </div> </div> </div>

**Changed Field****Current Version****Proposed Version****Assignments**

1. Complete six to eight complex assignments, such as a series, a package of related stories, coverage of a beat or a photo essay with thematically-linked content; submit by deadline.
2. Develop story ideas and work with editors to find sources and develop sidebars and other related content.
3. Participate in self-critiques and peer critiques.
4. Compile a digital portfolio of completed work, including a log of activities with descriptions of learning experiences and time spent on assignments.

1. Complete six to eight complex assignments, such as a series, a package of related stories, coverage of a beat or a photo essay with thematically-linked content; submit by deadline.
2. Develop story ideas and work with editors to find sources and develop sidebars and other related content.
3. Participate in self-critiques and peer critiques.
4. Compile a digital portfolio of completed work, including a log of activities with descriptions of learning experiences and time spent on assignments.



Changed	Field	Current Version	Proposed Version
	Methods of Evaluation	<div>Methods of Evaluation</div>	<div>Methods of Evaluation</div> <div>Methods of Evaluation</div>

Changed	Field	Current Version	Proposed Version
		<p><b>Methods of Evaluation</b></p> <ol style="list-style-type: none"> <li>1. Assignments evaluated for adherence to conventions of journalistic style and ethics; variety and depth of linked content and deadline timeliness.</li> <li>2. Assignments evaluated for completion, complexity (variety of content), number and quality of sources, deadline timeliness and professionalism.</li> <li>3. Critiques and self-critiques evaluated based on thoroughness and identification of areas needing improvement.</li> <li>4. Review of portfolio and log for completeness and professionalism of presentation.</li> <li>5. A final exam that includes application of journalistic style, ethics and law and conceptualizing complex assignments.</li> </ol>	<p><b>Methods of Evaluation</b></p> <ol style="list-style-type: none"> <li>1. Assignments evaluated for adherence to conventions of journalistic style and ethics; variety and depth of linked content and deadline timeliness.</li> <li>2. Assignments evaluated for completion, complexity (variety of content), number and quality of sources, deadline timeliness and professionalism.</li> <li>3. Critiques and self-critiques evaluated based on thoroughness and identification of areas needing improvement.</li> <li>4. Review of portfolio and log for completeness and professionalism of presentation.</li> <li>5. A possible final exam that includes application of journalistic style, ethics and law and conceptualizing</li> </ol>

**Changed Field****Current Version****Proposed Version**

complex assignments.

**Essential Student Materials/Essential College Facilities****Essential Student Materials:**

- None.

**Essential College Facilities:**

- A classroom/laboratory equipped as a news room: computers with graphic, layout and video software; cameras; camera peripherals; portable voice recorders

**Essential Student Materials:**

- Students will need access to a laptop or a computer with a working camera, audio and internet access.

**Essential College Facilities:**

- A classroom/laboratory equipped as a newsroom: access to the internet and conferencing tools, computers with graphic, layout, video and audio software programs; cameras, camcorders; camera peripherals; portable voice recorders, AP stylebook, dictionaries,
- Access to SNO FLOW, La Voz website, College Source app, and La Voz social media are also essential. Some of these platforms need annual payments.
- It is very helpful if students will have access to Adobe Creative Suite. They need to have access to programs such as InDesign, Photoshop, Audacity, Audition as well as video editing programs.

**Examples of  
Primary Texts and  
References**

<b>Title</b>	No value
<b>Author</b>	Associated Press Stylebook and Briefing on Media Law. New York: Associated Press, 2018.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Harrower, Tim. Inside Reporting, 3rd ed. McGraw-Hill, 2013.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Filak, Vincent F. Dynamics of News Reporting & Writing. Sage, 2019.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value


<b>Title</b>	No value
<b>Author</b>	Deck, Cecilia. La Voz Handbook. 2018.

<b>Title</b>	Associated Press Stylebook and Briefing on Media Law
<b>Author</b>	Associated Press editors
<b>Publisher</b>	Associated Press
<b>Date/Edition</b>	2022-2024, 56th edition
<b>ISBN</b>	No value

<b>Title</b>	Inside Reporting
<b>Author</b>	Harrower, Tim
<b>Publisher</b>	McGraw-Hill
<b>Date/Edition</b>	2012/3rd ed.
<b>ISBN</b>	No value

<b>Title</b>	Dynamics of News Reporting & Writing
<b>Author</b>	Filak, Vincent F.
<b>Publisher</b>	Sage
<b>Date/Edition</b>	2021/second
<b>ISBN</b>	No value

<b>Title</b>	La Voz Handbook
<b>Author</b>	La Voz adviser
<b>Publisher</b>	No value
<b>Date/Edition</b>	2024
<b>ISBN</b>	No value

Changed	Field	Current Version	Proposed Version																
		<table><tr><td><b>Publisher</b></td><td>No value</td></tr><tr><td><b>Date/Edition</b></td><td>No value</td></tr><tr><td><b>ISBN</b></td><td>No value</td></tr></table>	<b>Publisher</b>	No value	<b>Date/Edition</b>	No value	<b>ISBN</b>	No value	<table><tr><td><b>Title</b></td><td>Journalism 101 Multimedia Writing / Reporting</td></tr><tr><td><b>Author</b></td><td>Hiro, Erin</td></tr><tr><td><b>Publisher</b></td><td>Open source</td></tr><tr><td><b>Date/Edition</b></td><td>Date/Edition: 2024 / 1st edition</td></tr><tr><td><b>ISBN</b></td><td>No value</td></tr></table>	<b>Title</b>	Journalism 101 Multimedia Writing / Reporting	<b>Author</b>	Hiro, Erin	<b>Publisher</b>	Open source	<b>Date/Edition</b>	Date/Edition: 2024 / 1st edition	<b>ISBN</b>	No value
<b>Publisher</b>	No value																		
<b>Date/Edition</b>	No value																		
<b>ISBN</b>	No value																		
<b>Title</b>	Journalism 101 Multimedia Writing / Reporting																		
<b>Author</b>	Hiro, Erin																		
<b>Publisher</b>	Open source																		
<b>Date/Edition</b>	Date/Edition: 2024 / 1st edition																		
<b>ISBN</b>	No value																		
	<b>Suggested Reading List</b>	<table><tr><td><b>Reading List</b></td><td>Kanigel, Rachele. The Student Newspaper Survival Guide, 2nd ed, Wiley-Blackwell, 2012.</td></tr><tr><td><b>May include, but are not limited to</b></td><td>No value</td></tr></table> <table><tr><td><b>Reading List</b></td><td>Stovall, James. Writing for the Mass Media, 9th ed. Pearson, 2014.</td></tr><tr><td><b>May include, but are not limited to</b></td><td>No value</td></tr></table>	<b>Reading List</b>	Kanigel, Rachele. The Student Newspaper Survival Guide, 2nd ed, Wiley-Blackwell, 2012.	<b>May include, but are not limited to</b>	No value	<b>Reading List</b>	Stovall, James. Writing for the Mass Media, 9th ed. Pearson, 2014.	<b>May include, but are not limited to</b>	No value	No value								
<b>Reading List</b>	Kanigel, Rachele. The Student Newspaper Survival Guide, 2nd ed, Wiley-Blackwell, 2012.																		
<b>May include, but are not limited to</b>	No value																		
<b>Reading List</b>	Stovall, James. Writing for the Mass Media, 9th ed. Pearson, 2014.																		
<b>May include, but are not limited to</b>	No value																		

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• Employ journalistic reporting and writing skills to produce complex news, feature, sports and/or opinion stories and visual media for a student media product such as a newspaper, magazine or website.</li> <li>• Describe and apply legal and ethical standards for student news media.</li> <li>• Utilize software, web tools and social media to present complex assignments and linked material.</li> </ul>	<ul style="list-style-type: none"> <li>• Employ journalistic reporting and writing skills to produce complex news, feature, sports and/or opinion stories and visual media for a student media product such as a newspaper, magazine or website.</li> <li>• Describe and apply legal and ethical standards for student news media.</li> <li>• Utilize software, web tools and social media to present complex assignments and linked material.</li> </ul>

CSLOs

**CSLOs**

Report and write complex multiple-source stories, series, and/or packages for publication online or in print; and/or follow a defined beat.

**Expected**

0.0

**SLO**

**Performance**

**CSLOs**

Report and write complex multiple-source stories, series, and/or packages for publication online or in print; and/or follow a defined beat.

**Expected**

0.0

**SLO**

**Performance**

**CSLOs**

Continue developing appropriate sources and follow ethical guidelines and journalistic conventions for student news media.

**Expected**

0.0

**SLO**

**Performance**

**CSLOs**

Continue developing appropriate sources and follow ethical guidelines and journalistic conventions for student news media.

**Expected**

0.0

**SLO**

**Performance**

**CSLOs**

Describe and apply legal and ethical aspects of aspects of news media.

**Expected**

0.0

**SLO**

**Performance**

**CSLOs**

Describe and apply legal and ethical aspects of aspects of news media.

**Expected**

0.0

**SLO**

**Performance**

Changed	Field	Current Version	Proposed Version
		<b>CSLOs</b> Develop a portfolio of complex assignment in at least two areas (print, online, multimedia, photo, video) suitable for publication in a newspaper or for a news organization website.	<b>CSLOs</b> Develop a portfolio of complex assignment in at least two areas (print, online, multimedia, photo, video) suitable for publication in a newspaper or for a news organization website.
		<b>Expected SLO Performance</b> 0.0	<b>Expected SLO Performance</b> 0.0

Course Outline
<div></div>



Changed	Field	Current Version	Proposed Version
!	Course Content	<p>1. Employ journalistic reporting and writing skills to produce complex news, feature, sports and/or opinion stories and visual media for a student media product such as a newspaper, magazine or website.</p> <ol style="list-style-type: none"> <li>1. Develop story ideas for complex assignments that involve a series, a package of stories and/or covering a beat.</li> <li>2. Create source lists for assignments and beat coverage.</li> <li>3. Create sidebars such as fact boxes and infographics to accompany stories.</li> <li>4. Write stories using standards including multiple named sources, compelling lead and correct grammar, spelling and Associated Press style.</li> <li>5. Use government documents and other data as source material for assignments.</li> <li>6. Critique your own and others' presentation of complex stories.</li> </ol> <p>2. Describe and apply legal and ethical standards for student news media.</p> <ol style="list-style-type: none"> <li>1. Describe First Amendment, libel, privacy and copyright law and ethics policies applying to student media.</li> <li>2. Create media stories that demonstrate understanding of media law and media ethics.</li> <li>3. Critique complex series, packages and photo essays in newspapers,</li> </ol>	<p>1. Employ journalistic reporting and writing skills to produce complex news, feature, sports and/or opinion stories and visual media for a student media product such as a newspaper, magazine or website.</p> <ol style="list-style-type: none"> <li>1. Develop story ideas for complex assignments that involve a series, a package of stories and/or covering a beat.</li> <li>2. Create source lists for assignments and beat coverage.</li> <li>3. Create sidebars such as fact boxes and infographics to accompany stories.</li> <li>4. Write stories using standards including multiple named sources, compelling lead and correct grammar, spelling and Associated Press style.</li> <li>5. Use government documents and other data as source material for assignments.</li> <li>6. Critique your own and others' presentation of complex stories.</li> </ol> <p>2. Describe and apply legal and ethical standards for student news media.</p> <ol style="list-style-type: none"> <li>1. Describe First Amendment, libel, privacy and copyright law and ethics policies applying to student media.</li> <li>2. Create media stories that demonstrate understanding of media law and media ethics.</li> <li>3. Critique complex series, packages and photo essays in newspapers,</li> </ol>

Changed	Field	Current Version	Proposed Version
		magazines, news websites and/or news broadcasts. 3. Utilize software, web tools and social media to present complex assignments and linked material. 1. Create web presentations and social media to promote complex assignments and linked material. 2. Use web tools to create fact boxes and other sidebars. 3. Create video assignments using software and web tools for editing and presentation. 4. Explore careers and entrepreneurial opportunities in news media.	magazines, news websites, and/or news broadcasts. 3. Utilize software, web tools and social media to present complex assignments and linked material. 1. Create web presentations and social media to promote complex assignments and linked material. 2. Use web tools to create fact boxes and other sidebars. 3. Create video assignments using software and web tools for editing and presentation. 4. Explore careers and entrepreneurial opportunities in news media.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Req/Adv			
Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	JOUR D061A	JOUR D061A
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Limitation(s) on Enrollment - Other:</b>	No Value	No Value
	<b>Entrance Skills(s):</b>	No Value	No Value
	<b>Entrance Skill(s) - Other:</b>	No Value	No Value
	<b>General Course Statement(s):</b>	No Value	No Value
	<b>General Course Statement(s) - Other:</b>	No Value	No Value

## Curriculum Office

Changed	Questions	Current Version	Proposed Version
❗	<b>Banner Start Term (202122)</b>	202122	No Value
❗	<b>Banner Division</b>	2LA	No Value
❗	<b>Catalog Term (21-22)</b>	21-22	No Value
❗	<b>5 Year Revision Year (2021)</b>	2018	No Value
❗	<b>Effective Quarter</b>	Fall	No Value
❗	<b>Effective Year (2021)</b>	2018	No Value
	<b>Sort ID (00 &lt; 10; 0 &lt; 100)</b>	JOUR 061B	JOUR 061B
	<b>Course Status</b>	Non-substantial	Non-substantial
❗	<b>Course Status Code</b>	A	No Value

Changed	Questions	Current Version	Proposed Version
!	Banner Department	JOUR	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
!	Hybrid Approval Date (MM/DD/YYYY)	02/27/2018	No Value
!	Emergency Approval	No	No Value
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value

Changed	Questions	Current Version	Proposed Version
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
!	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)	Nine hours laboratory (108 hours total per quarter).	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	238013	No Value
!	Account Code	1320	No Value
!	Program Code	060100	No Value

Changed	Questions	Current Version	Proposed Version
!	Percent	100	No Value
	Curriculum Office Notes	No Value	No Value
!	Print/No Print to Catalog	Yes	No Value

### Summary of Revisions

Changed	Questions	Current Version	Proposed Version
	Basic Course Information	No Value	No Value
	Units and Hours	No Value	No Value
	Specifications	No Value	No Value
	Outline	No Value	No Value
	Other	No Value	No Value

### Blue Form

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>1. Is the unit(s) change required for articulation?</b>	No Value	No Value
	<b>2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.</b>	No Value	No Value
	<b>3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.</b>	No Value	No Value
	<b>Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b>	No Value	No Value
	<b>Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b>	No Value	No Value
	<b>Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b>	No Value	No Value

## A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<b>EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b>	No Value	No Value
	<b>Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.</b>	No Value	No Value
	<b>Objective 2: Compose essays drawn from personal experience and assigned texts.</b>	No Value	No Value
	<b>Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.</b>	No Value	No Value



Changed	Questions	Current Version	Proposed Version
	<b>Objective 4:</b> Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	<b>Objective 5:</b> Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

#### B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<b>ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.</b> If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	<b>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 2: Develop analytical ideas and topics for essays.</b>	No Value	No Value
	<b>Objective 3: Compose and support thesis statements for analytical essays.</b>	No Value	No Value
	<b>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</b>	No Value	No Value
	<b>Objective 5: Identify and practice writing for different audiences and purposes.</b>	No Value	No Value
	<b>Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.</b>	No Value	No Value
	<b>Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.</b>	No Value	No Value
	<b>Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 9:**  
**Demonstrate**  
**appropriate**  
**grammar usage and**  
**mechanics.**

No Value

No Value

## C-Matrix Form

Changed	Questions	Current Version	Proposed Version
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**ESL D261. and**  
**ESL D265., or**  
**ESL D461. and**  
**ESL D465., or**  
**eligibility for**  
**EWRT D001A**  
**or EWRT**  
**D01AH or ESL**  
**D005. If this is**  
**the requisite**  
**for the course,**  
**complete the**  
**objective(s)**  
**below. If this**  
**requisite is**  
**being**  
**removed,**  
**provide an**  
**explanation as**  
**to why.**

No Value

No Value

**Objective 1:**  
**Create**  
**compositions**  
**about fiction**  
**and non-fiction**  
**texts from**  
**many cultural**  
**and social**  
**perspectives in**  
**a variety of**  
**genres.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 2:</b> <b>Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.</b>	No Value	No Value
	<b>Objective 3:</b> <b>Produce written work using a cyclical process of multiples drafts and revisions.</b>	No Value	No Value
	<b>Objective 4:</b> <b>Demonstrate the ability to include a variety of sentence structures in writing.</b>	No Value	No Value
	<b>Objective 5:</b> <b>Edit compositions to correct errors in the major conventions of Standard Written English.</b>	No Value	No Value

**D-Matrix Form**

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 4: Develop linear function models.</b>	No Value	No Value
	<b>Objective 5: Use systems of two linear equations to solve real world problems.</b>	No Value	No Value
	<b>Objective 6: Use linear inequalities in one variable to solve real world problems.</b>	No Value	No Value
	<b>Objective 7: Examine exponential expressions and develop exponential function models.</b>	No Value	No Value
	<b>Objective 8: Examine logarithmic expressions and develop logarithmic function models.</b>	No Value	No Value
	<b>Objective 9: Develop quadratic function models to solve problems.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 10:</b> Investigate the characteristics of rational expressions.	No Value	No Value
	<b>Objective 11:</b> Develop skills to work with radical expressions.	No Value	No Value

### E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<b>Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b>	No Value	No Value
	<b>Objective 1:</b> Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 2:</b> Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	<b>Objective 3:</b> Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	<b>Objective 4:</b> Develop linear function models to solve problems.	No Value	No Value
	<b>Objective 5:</b> Use systems of two linear equations to solve real-world problems.	No Value	No Value
	<b>Objective 6:</b> Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value



Changed	Questions	Current Version	Proposed Version
	<b>Objective 7:</b> Develop quadratic function models to solve problems.	No Value	No Value
	<b>Objective 8:</b> Use inequalities to solve real world problems.	No Value	No Value
	<b>Objective 9:</b> Explore arithmetic sequences and series.	No Value	No Value
	<b>Objective 10:</b> Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

<b>F-Matrix Form</b>

Changed	Questions	Current Version	Proposed Version
	<p><b>Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b></p>	No Value	No Value
	<p><b>Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.</b></p>	No Value	No Value
	<p><b>Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.</b></p>	No Value	No Value
	<p><b>Objective 3: Apply the order of operations to evaluate signed numerical expressions.</b></p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 4:</b> <b>Solve problems involving operations with signed numbers.</b>	No Value	No Value
	<b>Objective 5:</b> <b>Explore the characteristics and properties of real numbers.</b>	No Value	No Value
	<b>Objective 6:</b> <b>Use estimation to determine approximate solutions and to check the reasonableness of answers.</b>	No Value	No Value
	<b>Objective 7:</b> <b>Explore rates and ratios and use proportions to solve problems.</b>	No Value	No Value
	<b>Objective 8:</b> <b>Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.</b>	No Value	No Value



Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.	No Value	No Value
	If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

<b>H-Matrix Form</b>

Changed	Questions	Current Version	Proposed Version
	<b>Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.</b>	No Value	No Value
	<b>Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.</b>	No Value	No Value
	<b>Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.</b>	No Value	No Value
	<b>Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.</b>	No Value	No Value
	<b>Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.</b>	No Value	No Value
	<b>Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Criteria 1:</b> <b>Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	No Value
	<b>Criteria 2:</b> <b>Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Criteria 3:</b> <b>Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	No Value
	<b>Criteria 4:</b> <b>Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	No Value
	<b>Criteria 5:</b> <b>Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	No Value



Changed	Questions	Current Version	Proposed Version
	<b>Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	No Value

#### De Anza GE - ESGC Form

Changed	Questions	Current Version	Proposed Version
	<b>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Criteria 2:</b> <b>Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</b>	No Value	No Value
	<b>Criteria 3:</b> <b>Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.</b>	No Value	No Value
	<b>Criteria 4:</b> <b>Analyze how the well being of human society is dependent on sustainable social and ecological systems.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Criteria 5:</b> <b>Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.</b>	No Value	No Value

Comments			
Changed	Questions	Current Version	Proposed Version
	<b>Stage 2:</b> <b>Department Chair</b>	No Value	No Value
	<b>Stage 3:</b> <b>Division Curriculum Representative</b>	No Value	No Value
	<b>Stage 4:</b> <b>Division Dean</b>	No Value	No Value
	<b>Stage 5: SLO Coordinator</b>	No Value	No Value
	<b>Stage 7:</b> <b>Content Review Matrix Liaison</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed
!	Stage 8: Dean of Online Learning	No Value	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	
			4/4/24	Gabriela Specifications - Suggested for AVPI Reading List	Required		Please delete the Suggested Reading List as this part is reserved for English classes only.	
	Stage 9: Articulation Officer	No Value	No Value					
	Stage 10: De Anza General Education	No Value	No Value					
	Stage 13: Curriculum Committee	No Value	No Value					

Course Administration Codes		
Articulation occurs after course approval. The following fields will not show a Proposed Version.		
Changed	Field	Current Version
	Curriculum ID	JOURD061B
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	

Changed	Field	Current Version
	Time to Next Review	Aug 31, 2023 12:00:00 AM
	External Review Approval Date	Sep 1, 2018 12:00:00 AM
	Course Control Number	CCC000545337

Articulation		
Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	

# Course Outline of Record Report

03/13/2025

## JOURD361B : Student News Media Production II

### General Information

<b>Faculty Initiator:</b>	<ul style="list-style-type: none"><li>Farideh Dada</li></ul>
<b>Attachments:</b>	ReqAdv_G_JOUR_361B_2026F_1.pdf Online_JOUR_361B_2026F.pdf Hybrid_JOUR_361B_2026F.pdf
<b>Course ID (CB01A and CB01B) :</b>	JOURD361B
<b>Short Course Title:</b>	STUDENT NEWS MEDIA PROD II
<b>Course Title (CB02) :</b>	Student News Media Production II
<b>Department:</b>	JOUR - Journalism
<b>Effective Term:</b>	Fall 2026
<b>TOP Code (CB03) :</b>	(0602.00) *Journalism
<b>CIP Code:</b>	(09.0401) Journalism.
<b>SAM Priority Code (CB09) :</b>	Clearly Occupational
<b>Distance Education Approved:</b>	Yes
<b>Course Control Number:</b>	No value
<b>Curriculum Committee Approval Date:</b>	Pending
<b>Board of Trustees Approval Date:</b>	Pending
<b>External Review Approval Date:</b>	09/01/2026
<b>Course Description:</b>	The course provides practical, hands-on experience in creating longer and complex news, feature and visual content within the college newspaper, magazine, or online media. Led by students, the focus is on producing complex content for distribution to the community audience.
<b>Course Type (CB27) :</b>	<ul style="list-style-type: none"><li>Lower Division</li></ul>
<b>Mode of Delivery:</b>	<ul style="list-style-type: none"><li>Online</li><li>Hybrid</li></ul>
<b>Faculty Initiator:</b>	No value
<b>Course Family:</b>	Not Applicable

### Faculty Requirements

<b>Discipline 1:</b>	<ul style="list-style-type: none"><li>Journalism</li></ul>
<b>Discipline 2:</b>	<ul style="list-style-type: none"><li>Mass Communication</li></ul>
<b>Discipline 3:</b>	No value
<b>FSA:</b>	<ul style="list-style-type: none"><li>FHDA FSA - JOURNALISM</li></ul>

## Course Development Options

**Basic Skill Status (CB08)**

Course is not a basic skills course.

**Course Special Class Status (CB13)**

Course is not a special class.

**Grade Options**

- Letter Grade
- Pass/No Pass

**Repeat Limit**

99

**Course Prior To College Level**

Not applicable.

**Repeatability Statement**

(No limit on student re-enrollment for 0 unit courses.)

**Course Support Status (CB26)**

Course is not a support course

## Associated Programs

☒ Course is part of a program

**Associated Program****Award Type****Active**

Journalism and Media Practices Certificate  
(In Development)

Certificate of Completion

Fall 2026

## Transferability & Gen. Ed. Options

**Course General Education Status  
(CB25)**

Y

**Transferability (CB05)**

Not transferable

**Transferability Status**

Not transferable

## Units and Hours

**Summary**

<b>Minimum Credit Units</b>	0
<b>Maximum Credit Units</b>	0
<b>Total Course In-Class (Contact) Hours</b>	108
<b>Total Course Out-of-Class Hours</b>	0
<b>Total Student Learning Hours</b>	108

Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

No value

Course Classification Code (CB11)

No value

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education  
Status (CB10)

☐

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	0	0
Laboratory Hours	9	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	0
Laboratory	108
NA	0
Total	108
Course Out-of-Class Hours	
Lecture	0
Laboratory	0
NA	0
Total	0

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP

No Value



## Specifications

### Methods of Instruction

#### Methods of Instruction

Methods of Instruction

#### Methods of Instruction

Visual aids  
Discussion of assigned reading  
Collaborative learning and small group exercises  
Guest speaker  
Laboratory experience which involve students in formal exercises of news gathering and reporting activities

### Assignments

- A. Complete six to eight complex assignments, such as a series, a package of related stories, coverage of a beat or a photo essay with thematically-linked content; submit by deadline.
- B. Develop story ideas and work with editors to find sources and develop sidebars and other related content.
- C. Participate in self-critiques and peer critiques.
- D. Compile a digital portfolio of completed work, including a log of activities with descriptions of learning experiences and time spent on assignments.

### Methods of Evaluation

### Methods of Evaluation

Methods of Evaluation

- A. Assignments evaluated for adherence to conventions of journalistic style and ethics; variety and depth of linked content and deadline timeliness.
- B. Assignments evaluated for completion, complexity (variety of content), number and quality of sources, deadline timeliness and professionalism.
- C. Critiques and self-critiques evaluated based on thoroughness and identification of areas needing improvement.
- D. Review of portfolio and log for completeness and professionalism of presentation.
- E. A possible final exam that includes application of journalistic style, ethics and law and conceptualizing complex assignments.

### Essential Student Materials/Essential College Facilities

#### Essential Student Materials:

- Students will need access to a laptop or a computer with a working camera, audio and internet access.

#### Essential College Facilities:

- A classroom/laboratory equipped as a newsroom: access to the internet and conferencing tools, computers with graphic, layout, video and audio software programs; cameras, camcorders; camera peripherals; portable voice recorders, AP stylebook, dictionaries,
- Access to SNO FLOW, La Voz website, College Source app, and La Voz social media are also essential. Some of these platforms need annual payments.
- It is very helpful if students will have access to Adobe Creative Suite. They need to have access to programs such as InDesign, Photoshop, Audacity, Audition as well as video editing programs.

### Examples of Primary Texts and References

Author

Title

Publisher

Date/Edition

ISBN

Associated Press editors	Associated Press Stylebook and Briefing on Media Law	Associated Press	2022-2024, 56th edition
Harrower, Tim	Inside Reporting	McGraw-Hill	2012/3rd ed.
Filak, Vincent F.	Dynamics of News Reporting & Writing	Sage	2021/second
La Voz adviser	La Voz Handbook	La Voz	2024
Hiro, Erin	Journalism 101 Multimedia Writing / Reporting	Open source	2024 / 1st edition
<b>Suggested Reading List</b> No Value			

<b>Learning Outcomes</b>
<b>Course Objectives</b>
Employ journalistic reporting and writing skills to produce complex news, feature, sports and/or opinion stories and visual media for a student media product such as a newspaper, magazine or website.
Describe and apply legal and ethical standards for student news media.
Utilize software, web tools and social media to present complex assignments and linked material.
<b>CSLOs</b>  Continue developing appropriate sources and follow ethical guidelines and journalistic conventions for student news media. Expected SLO Performance: 0.0  Develop a portfolio of complex assignment in at least two areas (print, online, multimedia, photo, video) suitable for publication in a newspaper or for a news organization website. Expected SLO Performance: 0.0

<b>Outline</b>
<b>Course Outline</b>

- A. Employ journalistic reporting and writing skills to produce complex news, feature, sports and/or opinion stories and visual media for a student media product such as a newspaper, magazine or website.
  1. Develop story ideas for complex assignments that involve a series, a package of stories and/or covering a beat.
  2. Create source lists for assignments and beat coverage.
  3. Create sidebars such as fact boxes and infographics to accompany stories.
  4. Write stories using standards including multiple named sources, compelling lead and correct grammar, spelling and Associated Press style.
  5. Use government documents and other data as source material for assignments.
  6. Critique your own and others' presentation of complex stories.
- B. Describe and apply legal and ethical standards for student news media.
  1. Describe First Amendment, libel, privacy and copyright law and ethics policies applying to student media.
  2. Create media stories that demonstrate understanding of media law and media ethics.
  3. Critique complex series, packages and photo essays in newspapers, magazines, news websites, and/or news broadcasts.
- C. Utilize software, web tools and social media to present complex assignments and linked material.
  1. Create web presentations and social media to promote complex assignments and linked material.
  2. Use web tools to create fact boxes and other sidebars.
  3. Create video assignments using software and web tools for editing and presentation.
  4. Explore careers and entrepreneurial opportunities in news media.

## Blue Form

**For changes to the units and hours tab; 1) Contact the Curriculum Office at [curriculum@fhda.edu](mailto:curriculum@fhda.edu) with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.**

No Value

**1. Is the unit(s) change required for articulation?**

No Value

**2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.**

No Value

**3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.**

No Value

**Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.**

No Value

**Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.**

No Value

**Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.**

- Units: 0
- Lab Hrs: 9
- Load: 0
- Seat Ct: 0
- (mkct 03/10/2025)

## Req/Adv

### Prerequisite(s):

JOUR D361A

### Corequisite(s):

No Value

### Advisory(ies):

No Value

### Advisory(ies) - Other:

No Value

### Limitation(s) on Enrollment:

No Value

### Limitation(s) on Enrollment - Other:

No Value

### Entrance Skills(s):

No Value

### Entrance Skill(s) - Other:

No Value

### General Course Statement(s):

- NONCREDIT: (This is a noncredit enhanced, CTE course.)

### General Course Statement(s) - Other:

No Value

## A-Matrix Form

**EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

**Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.**

No Value

**Objective 2: Compose essays drawn from personal experience and assigned texts.**

No Value

**Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.**

No Value

**Objective 4: Create syntactically varied sentences that are free of mechanical errors.**

No Value

**Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.**

No Value

## **B-Matrix Form**

**ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

**Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.**

No Value

**Objective 2: Develop analytical ideas and topics for essays.**

No Value

**Objective 3: Compose and support thesis statements for analytical essays.**

No Value

**Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.**

No Value

**Objective 5: Identify and practice writing for different audiences and purposes.**

No Value

**Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.**

No Value

**Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.**

No Value

**Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.**

No Value

**Objective 9: Demonstrate appropriate grammar usage and mechanics.**

No Value

### **C-Matrix Form**

**ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

**Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.**

No Value

**Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.**

No Value

**Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.**

No Value

**Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.**

No Value

**Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.**

No Value

### **D-Matrix Form**

**Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

**Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.**

No Value
<b>Objective 2: Investigate the use of mathematics in real world.</b> No Value
<b>Objective 3: Explore functions.</b> No Value
<b>Objective 4: Develop linear function models.</b> No Value
<b>Objective 5: Use systems of two linear equations to solve real world problems.</b> No Value
<b>Objective 6: Use linear inequalities in one variable to solve real world problems.</b> No Value
<b>Objective 7: Examine exponential expressions and develop exponential function models.</b> No Value
<b>Objective 8: Examine logarithmic expressions and develop logarithmic function models.</b> No Value
<b>Objective 9: Develop quadratic function models to solve problems.</b> No Value
<b>Objective 10: Investigate the characteristics of rational expressions.</b> No Value
<b>Objective 11: Develop skills to work with radical expressions.</b> No Value

<b>E-Matrix Form</b>
<b>Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b> No Value
<b>Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.</b> No Value

**Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.**

No Value

**Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.**

No Value

**Objective 4: Develop linear function models to solve problems.**

No Value

**Objective 5: Use systems of two linear equations to solve real-world problems.**

No Value

**Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.**

No Value

**Objective 7: Develop quadratic function models to solve problems.**

No Value

**Objective 8: Use inequalities to solve real world problems.**

No Value

**Objective 9: Explore arithmetic sequences and series.**

No Value

**Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.**

No Value

## **F-Matrix Form**

**Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

**Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.**

No Value

**Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.**



No Value
<b>Objective 3: Apply the order of operations to evaluate signed numerical expressions.</b>
No Value
<b>Objective 4: Solve problems involving operations with signed numbers.</b>
No Value
<b>Objective 5: Explore the characteristics and properties of real numbers.</b>
No Value
<b>Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.</b>
No Value
<b>Objective 7: Explore rates and ratios and use proportions to solve problems.</b>
No Value
<b>Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.</b>
No Value
<b>Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.</b>
No Value
<b>Objective 10: Solve linear equations in one variable numerically and algebraically.</b>
No Value
<b>Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.</b>
No Value
<b>Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.</b>
No Value

<b>G-Matrix Form</b>
<b>If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.</b>
No Value
<b>If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires</b>

**ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.**

No Value

## H-Matrix Form

**Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.**

No Value

**Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.**

No Value

**Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.**

No Value

**Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.**

No Value

**Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.**

No Value

**Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.**

No Value

## De Anza GE Form

**Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

## Comments

### Stage 2: Department Chair

No Value

### Stage 3: Division Curriculum Representative

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
1/20	Basic Course Information	Stand-Alone Statement	Required	The Course Justification states this is a stand-alone course. Please add a statement with the following: [1] An explanation as to why this course does not fit into a certificate/degree program or GE; [2] the purpose of this course; [3] who your audience will be	Y

### Stage 4: Division Dean

No Value

### Stage 5: SLO Coordinator

No Value

### Stage 7: Content Review Matrix Liaison

No Value

### Stage 8: Dean of Online Learning

Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
------	--------------------	--------------	--------------	------	---

Gabriela Nocito on behalf of COOL Members  
Basic Information - Proposal Details – Attachments: Hybrid Course Delivery Request  
Required

-Please adjust percentages of hybrid face-to-face. It cannot be 100% otherwise it would not be a Hybrid course (suggestion 50% to 90%)  
-Please adjust the explanation on question 6 of the form to match the correct percentages.

Dear Gabriela,

Thank you for your feedback! Since this is a mirrored course, I've structured it exactly as its credit counterpart (JOUR 61B). The percentage breakdown follows the guidelines provided by the dean.

Please let me know if you still recommend any changes to the areas you marked. I appreciate your input!

Best,  
Farideh

Hi Farideh,  
We still can't consider a 100% face-to-face class "Hybrid." A suggestion is to have it up to 90%. It does not have to mirror the original course. When the original course is up for review, we can update the Hybrid form as well.  
I hope that helps.  
-Gabriela

Hi Gabriela,  
Sounds good! Thank you for the clarification. I updated the form.  
Thank you!  
Farideh

#### Stage 9: Articulation Officer

No Value

#### Stage 10: De Anza General Education

No Value

#### Stage 13: Curriculum Committee

No Value

### CO

#### Sort ID (00 < 10; 0 < 100)

No Value

#### Course Status

No Value

#### Course Characteristics

No Value

#### Cross-Listed/Related Course Information

No Value

**Cross-Listed/Related Course ID's**

No Value

**DL Approval Date (MM/DD/YYYY)**

No Value

**Hybrid Approval Date (MM/DD/YYYY)**

No Value

**Curriculum Office Notes**

No Value

Summary of Changes	
Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	Discipline 2
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code

Section	Changed field
Curriculum Office	CTE Status
Curriculum Office	Hybrid Approval Date (MM/DD/YYYY)
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Comments	Stage 8: Dean of Online Learning
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?

## General Information

Changed	Field	Current Version	Proposed Version
❗	Faculty Initiator	• eLumenData, eLumenData	• Farideh Dada
	Course ID (CB01A and CB01B)	JOURD061C	JOURD061C
	Course Control Number	CCC000545338	CCC000545338
	Course Title (CB02)	Editorial Leadership for Student News Media	Editorial Leadership for Student News Media
	Short Course Title	EDIT LEADRSHP STDNT NEWS MEDIA	EDIT LEADRSHP STDNT NEWS MEDIA
	TOP Code (CB03)	0602.00	0602.00 Journalism
	CIP Code	Journalism	09.0401 Journalism
	Department	JOUR - Journalism	JOUR - Journalism
❗	Effective Term	Fall 2021	Fall <del>2024</del> <u>2026</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
❗	Course Description	Practical experience in planning, assigning, editing and placing print, video and/or web content as members of the college newspaper, magazine or media staff.	<del>Practical</del> The course is practical, hands-on experience in planning, assigning, <del>editing</del> <u>editing</u> , and <del>placing</del> <u>publishing</u> print, <del>video</del> <u>video</u> , and/or web content as members of the college newspaper, <del>magazine</del> <u>magazine</u> , or media <del>staff</del> <u>staff and editors</u> . <u>Students lead the production of non-fiction content with a focus on journalism, fostering student leadership and collaboration.</u>
❗	Course Type (CB27)	No value	• Lower Division
❗	Mode of Delivery	• Hybrid	• Online • Hybrid

#### Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	Discipline 1	No value	• Journalism



Changed	Field	Current Version	Proposed Version
	Discipline 2	No value	<ul style="list-style-type: none"> <li>Mass Communication</li> </ul>
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> <li>FHDA FSA - JOURNALISM</li> </ul>

#### Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course gives students hands-on experience in the basics of editing and leadership for news media. It is part of the Journalism AA-T degree and part of a CTE program. It is CSU transferable. The De Anza Journalism Department Advisory Committee recommends that journalism students include this type of hands-on experience in order to be competitive in the job market.	This course gives students hands-on experience in the basics of editing and leadership for news media. It is part of the Journalism AA-T degree and part of a CTE program. It is CSU transferable. The De Anza Journalism Department Advisory Committee recommends that journalism students include this type of hands-on experience in order to be competitive in the job market.

#### Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No
	Foothill Faculty Consultation Name	No value	

#### Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	


### Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	


### Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	


### CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No value	<u>Yes</u>


### Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	No value	<u>No</u>

### Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No value	<u>No</u>

### Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No value	<u>No</u>

### More Options

Changed	Field	Current Version	Proposed Version
	<b>Basic Skill Status (CB08)</b>	Course is not a basic skills course.	Course is not a basic skills course.
	<b>Course Prior To College Level</b>	Not applicable.	Not applicable.
	<b>Course Special Class Status (CB13)</b>	Course is not a special class.	Course is not a special class.
	<b>Course Support Status (CB26)</b>	Course is not a support course	Course is not a support course
	<b>Repeat Limit</b>	0	0
	<b>Grade Options</b>	<ul style="list-style-type: none"><li>• Letter Grade</li><li>• Pass/No Pass</li></ul>	<ul style="list-style-type: none"><li>• Letter Grade</li><li>• Pass/No Pass</li></ul>
	<b>Allow Students to Gain Credit by Exam/Challenge</b>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Repeatability Statement</b>	No value	

### Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	<b>Stand-Alone Statement</b>	No value	

### Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	<div> <b>Associated Program</b> Public Relations </div> <div> <b>Award Type</b> Certificate of Achievement-Advanced (COA-A) </div>	<div> <b>Associated Program</b> Public Relations </div> <div> <b>Award Type</b> Certificate of Achievement-Advanced (COA-A) </div>
		<div> <b>Associated Program</b> Journalism for Transfer </div> <div> <b>Award Type</b> Associate in Arts for Transfer (A.A.-T.) Degree </div>	<div> <b>Associated Program</b> Journalism for Transfer </div> <div> <b>Award Type</b> Associate in Arts for Transfer (A.A.-T.) Degree </div>
		<div> <b>Associated Program</b> Journalism for Transfer </div> <div> <b>Award Type</b> Associate in Arts for Transfer (A.A.-T.) Degree </div>	<div> <b>Associated Program</b> Journalism for Transfer </div> <div> <b>Award Type</b> Associate in Arts for Transfer (A.A.-T.) Degree </div>
		<div> <b>Associated Program</b> Associate in Arts in Journalism for Transfer </div> <div> <b>Award Type</b> Associate in Arts for Transfer (A.A.-T.) Degree </div>	<div> <b>Associated Program</b> Associate in Arts in Journalism for Transfer </div> <div> <b>Award Type</b> Associate in Arts for Transfer (A.A.-T.) Degree </div>
		<div> <b>Associated Program</b> Journalism </div> <div> <b>Award Type</b> Associate in Arts (A.A.) Degree </div>	<div> <b>Associated Program</b> Journalism </div> <div> <b>Award Type</b> Associate in Arts (A.A.) Degree </div>
		<div> <b>Associated Program</b> Journalism </div> <div> <b>Award Type</b> Associate in Arts (A.A.) Degree </div>	<div> <b>Associated Program</b> Journalism </div> <div> <b>Award Type</b> Associate in Arts (A.A.) Degree </div>

Transferability & Gen. Ed. Options			
Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to CSU only	Transferable to CSU only

Changed	Field	Current Version	Proposed Version												
	Course General Education Status (CB25)	Y	Y												
	Transfer Status	Approved	Approved												
	GE Information	<table><tr><th>System/Institution</th><th>C-ID</th></tr><tr><th>Area(s)</th><td><ul style="list-style-type: none"><li>JOUR - Approved.</li></ul></td></tr><tr><td>-</td><td>JOUR D061B &amp; JOUR D061C required for C-ID JOUR 131</td></tr></table>	System/Institution	C-ID	Area(s)	<ul style="list-style-type: none"><li>JOUR - Approved.</li></ul>	-	JOUR D061B & JOUR D061C required for C-ID JOUR 131	<table><tr><th>System/Institution</th><th>C-ID</th></tr><tr><th>Area(s)</th><td><ul style="list-style-type: none"><li>JOUR - Approved.</li></ul></td></tr><tr><td>-</td><td>JOUR D061B &amp; JOUR D061C required for C-ID JOUR 131</td></tr></table>	System/Institution	C-ID	Area(s)	<ul style="list-style-type: none"><li>JOUR - Approved.</li></ul>	-	JOUR D061B & JOUR D061C required for C-ID JOUR 131
System/Institution	C-ID														
Area(s)	<ul style="list-style-type: none"><li>JOUR - Approved.</li></ul>														
-	JOUR D061B & JOUR D061C required for C-ID JOUR 131														
System/Institution	C-ID														
Area(s)	<ul style="list-style-type: none"><li>JOUR - Approved.</li></ul>														
-	JOUR D061B & JOUR D061C required for C-ID JOUR 131														

#### Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	0	0
	Lecture Hours - Out of Class	0	0
	Laboratory Hours - In Class	9	9
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

#### Course Student Hours - Profile Name: Default Profile

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Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	108	108
	Lecture Hours - Course In-Class (Contact) per Term	0	0
	Lecture Hours - Course Out-of-Class per Term	0	0
	Laboratory Hours - Course In-Class (Contact) per Term	108	108
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	108	108
	Total - Course Out-of-Class Hours	0	0
	Total Credit Units - Minimum Credit Units	3	3

Changed	Field	Current Version	Proposed Version
	<b>Total Credit Units - Maximum Credit Units</b>	3	3

#### Speciality Hours

Changed	Field	Current Version	Proposed Version
	<b>Speciality Hours</b>	No value	No value

#### Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	<b>COURSE CLASSIFICATION STATUS</b>	Credit Course.	Credit Course.
	<b>Course Credit Status (CB04)</b>	Credit - Degree Applicable	Credit - Degree Applicable
	<b>Course Non Credit Category (CB22)</b>	Credit Course.	Credit Course.
	<b>Funding Agency Category (CB23)</b>	Not Applicable.	Not Applicable.
	<b>Cooperative Work Experience Education Status (CB10)</b>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Variable Credit Course</b>	<input type="checkbox"/>	<input type="checkbox"/>

#### Credit Units

Changed	Field	Current Version	Proposed Version
	<b>Course Duration (Weeks)</b>	12	12

Changed	Field	Current Version	Proposed Version
	Total Lecture Hours per Term	-	0
	Total Laboratory Hours per Term	108	108
	Total Contact Hours per Term	-	0
	Total Credit Units	3	3
	Minimum Credit Units	3	3
	Maximum Credit Units	3	3

SKIP			
Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value





**Methods of Instruction**

**Methods of Instruction**

**Methods of Instruction**

Visual aids  
 Discussion of assigned reading  
 Collaborative learning and small group exercises  
 Laboratory experience which involve students in formal exercises of news gathering and reporting activities  
 Collaborative projects

**Methods of Instruction**

Methods of Instruction

**Methods of Instruction**

Visual aids  
 Guest speakers  
 Discussion of assigned reading  
 Collaborative learning and small group exercises  
 Laboratory experience which involve students in formal exercises of news gathering and reporting activities  
 Collaborative projects  
 Critiques; peer critiques  
 Discussion and problem-solving activities  
 Possible field observation, field trips and conferences

**Assignments**

1. Complete one assignment per week which may include creating assignments, editing and placing content for one or more sections of the student newspaper, website or magazine; comply with deadlines.
2. Demonstrate leadership among peers (reporters, photographers and other content providers) with clear communication on deadlines and revisions.
3. Read about and react to issues concerning newsroom leadership and editing using critical thinking skills.
4. Compile a digital or print portfolio of completed work, including a log of activities with descriptions of learning experiences and time spent on assignments.

1. Complete one assignment per week which may include creating assignments, editing and placing content for one or more sections of the student newspaper, website or magazine; comply with deadlines.
2. Demonstrate leadership among peers (reporters, photographers and other content providers) with clear communication on deadlines and revisions.
3. Read about and react to issues concerning newsroom leadership and editing using critical thinking skills.
4. Compile a digital or print portfolio of completed work, including a log of activities with descriptions of learning experiences and time spent on assignments.

**Methods of Evaluation****Methods of Evaluation****Methods of Evaluation**


1. Assignments evaluated for adherence to conventions of journalistic style for video production and deadline timeliness.
2. Leadership and communication skills evaluated based on peer reviews and a skills matrix based on observation.
3. Comprehension tests and a final exam requiring students to demonstrate critical thinking using concepts that have been introduced and studied throughout the course.
4. Evaluation of portfolio and log report for completeness and professionalism of presentation.

**Methods of Evaluation**

## Methods of Evaluation

**Methods of Evaluation**

1. Assignments evaluated for adherence to conventions of journalistic style for video production and deadline timeliness.
2. Leadership and communication skills evaluated based on peer reviews and a skills matrix based on observation.
3. Comprehension tests and a final exam requiring students to demonstrate critical thinking using concepts that have been introduced and studied throughout the course.
4. Evaluation of portfolio and log report for completeness and professionalism of presentation.
5. Critiques; peer critiques
6. Professional protocols (meeting deadlines, attendance/participation, adherence to ethics)

Changed	Field	Current Version	Proposed Version
	<b>Essential Student Materials/Essential College Facilities</b>	<b>Essential Student Materials:</b> <ul style="list-style-type: none"> <li>• None.</li> </ul> <b>Essential College Facilities:</b> <ul style="list-style-type: none"> <li>• A classroom/laboratory equipped as a news room: computers with graphic, layout and video software; cameras; camera peripherals; portable voice recorders</li> </ul>	<b>Essential Student Materials:</b> <ul style="list-style-type: none"> <li>• Students will need access to a laptop or a computer with a working camera, audio and internet access.</li> </ul> <b>Essential College Facilities:</b> <ul style="list-style-type: none"> <li>• A classroom/laboratory equipped as a newsroom: computers equipped with Adobe Creative Suite, and other necessary graphic, layout, video and audio software programs such as Audacity, Audition, InDesign and Photoshop; cameras, camcorders, podcast equipment, camera peripherals, and portable voice recorders.</li> <li>• Reliable access to the internet and conferencing tools, such as Zoom.</li> <li>• Access to SNO FLOW, La Voz website, College Source app access to Adobe Creative Suite.</li> </ul>

Examples of  
Primary Texts and  
References

<b>Title</b>	No value
<b>Author</b>	Associated Press Stylebook and Briefing on Media Law. New York: Associated Press, 2018.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Harrower, Tim. Inside Reporting, 3rd ed. McGraw-Hill, 2013.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Deck, Cecilia. La Voz Handbook. 2018.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Bowles, Dorothy. Creative Editing, 6th ed. Wadsworth, 2010.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value


<b>Title</b>	Associated Press Stylebook and Briefing on Media Law
<b>Author</b>	Associated Press editors
<b>Publisher</b>	New York: Associated Press
<b>Date/Edition</b>	2022-2024 / 56th edition
<b>ISBN</b>	No value

<b>Title</b>	Inside Reporting
<b>Author</b>	Harrower, Tim
<b>Publisher</b>	McGraw-Hill
<b>Date/Edition</b>	2012 / 3rd edition
<b>ISBN</b>	No value

<b>Title</b>	La Voz Handbook
<b>Author</b>	La Voz adviser
<b>Publisher</b>	La Voz News
<b>Date/Edition</b>	2024
<b>ISBN</b>	No value

<b>Title</b>	Creative Editing
<b>Author</b>	Bowles, Dorothy
<b>Publisher</b>	Wadsworth
<b>Date/Edition</b>	2010 / 6th edition
<b>ISBN</b>	No value

<b>Title</b>	Dynamics of News Reporting & Writing
<b>Author</b>	Filak, Vincent F.
<b>Publisher</b>	Sage
<b>Date/Edition</b>	2021/ 2nd edition

Changed	Field	Current Version	Proposed Version																				
		<table><tr><td>ISBN</td><td>No value</td></tr></table>	ISBN	No value	<table><tr><td>ISBN</td><td>No value</td></tr></table>	ISBN	No value																
ISBN	No value																						
ISBN	No value																						
		<table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>Filak, Vincent F. Dynamics of News Reporting &amp; Writing. Sage, 2019.</td></tr><tr><td>Publisher</td><td>No value</td></tr><tr><td>Date/Edition</td><td>No value</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	Title	No value	Author	Filak, Vincent F. Dynamics of News Reporting & Writing. Sage, 2019.	Publisher	No value	Date/Edition	No value	ISBN	No value	<table><tr><td>Title</td><td>Journalism 101 Multimedia Writing / Reporting</td></tr><tr><td>Author</td><td>Hiro, Erin</td></tr><tr><td>Publisher</td><td>Open source</td></tr><tr><td>Date/Edition</td><td>2024 / 1st edition</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	Title	Journalism 101 Multimedia Writing / Reporting	Author	Hiro, Erin	Publisher	Open source	Date/Edition	2024 / 1st edition	ISBN	No value
Title	No value																						
Author	Filak, Vincent F. Dynamics of News Reporting & Writing. Sage, 2019.																						
Publisher	No value																						
Date/Edition	No value																						
ISBN	No value																						
Title	Journalism 101 Multimedia Writing / Reporting																						
Author	Hiro, Erin																						
Publisher	Open source																						
Date/Edition	2024 / 1st edition																						
ISBN	No value																						
	Suggested Reading List	<table><tr><td>Reading List</td><td>Kanigel, Rachele. The Student Newspaper Survival Guide, 2nd ed, Wiley-Blackwell, 2012.</td></tr><tr><td>May include, but are not limited to</td><td>No value</td></tr></table>	Reading List	Kanigel, Rachele. The Student Newspaper Survival Guide, 2nd ed, Wiley-Blackwell, 2012.	May include, but are not limited to	No value	No value																
Reading List	Kanigel, Rachele. The Student Newspaper Survival Guide, 2nd ed, Wiley-Blackwell, 2012.																						
May include, but are not limited to	No value																						

Learning Outcomes and Objectives			
Changed	Field	Current Version	Proposed Version
	<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• Apply journalistic skills in assigning, editing and placing content for a student media product such as a newspaper, magazine or website.</li> <li>• Apply leadership skills to managing assignments and overseeing the work of reporters, photographers and other content contributors.</li> <li>• Manage journalistic content from creation to publication in print or online.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply journalistic skills in assigning, editing and placing content for a student media product such as a newspaper, magazine or website.</li> <li>• Apply leadership skills to managing assignments and overseeing the work of reporters, photographers and other content contributors.</li> <li>• Manage journalistic content from creation to publication in print or online.</li> </ul>

**Changed Field****Current Version****Proposed Version****CSLOs****CSLOs**

Apply editing skills to news, feature and opinion pieces for a student-led print newspaper, broadcast and/or website following ethical guidelines and journalistic conventions.

**Expected  
SLO  
Performance**

0.0

**CSLOs**

Apply editing skills to news, feature and opinion pieces for a student-led print newspaper, broadcast and/or website following ethical guidelines and journalistic conventions.

**Expected  
SLO  
Performance**

0.0

**CSLOs**

Develop leadership skills while assigning and working with peers (reporters and photographers and/or fellow editors) as they create content for student media.

**Expected  
SLO  
Performance**

0.0

**CSLOs**

Develop leadership skills while assigning and working with peers (reporters and photographers and/or fellow editors) as they create content for student media.

**Expected  
SLO  
Performance**

0.0

**CSLOs**

Develop a digital portfolio of work suitable for presentation on a news organization website or broadcast.

**Expected  
SLO  
Performance**

0.0

**CSLOs**

Develop a digital portfolio of work suitable for presentation on a news organization website or broadcast.

**Expected  
SLO  
Performance**

0.0

**Course Outline**

**Course Content**

- |  |  |  |
|--|--|--|
| <p>1. Apply journalistic skills in assigning, editing and placing content for a student media product such as a newspaper, magazine or website.</p> <ol style="list-style-type: none"> <li>1. Develop ideas for stories and other content in consultation with other editors.</li> <li>2. Create assignments for stories to student reporters, photographers and other content providers.</li> <li>3. Propose and assign stories and other content to student reporters, photographers and other content providers.</li> <li>4. Apply conventions of journalistic and AP style in editing stories and other assignments.</li> <li>5. Apply concepts of journalistic style, ethics and law (including copyright, libel and privacy laws) in editing content.</li> <li>6. Write headlines suitable for print and online presentation.</li> </ol> <p>2. Apply leadership skills to managing assignments and overseeing the work of reporters, photographers and other content contributors.</p> <ol style="list-style-type: none"> <li>1. Demonstrate proper formats and practices to reporters and photographers.</li> <li>2. Communicate with and guide reporters, photographers and other content providers about content, revisions and deadlines.</li> <li>3. Critique and self-critique editing issues in student and professional news media.</li> <li>4. Explain and apply guidelines for student news media staff, as described in publication handbook.</li> <li>5. Critique and self-critique student news media leadership.</li> <li>6. Decide how to respond to reader email, letters and online comments</li> </ol> | <p>1. Apply journalistic skills in assigning, editing and placing content for a student media product such as a newspaper, magazine or website.</p> <ol style="list-style-type: none"> <li>1. Develop ideas for stories and other content in consultation with other editors.</li> <li>2. Create assignments for stories to student reporters, photographers and other content providers.</li> <li>3. Propose and assign stories and other content to student reporters, photographers and other content providers.</li> <li>4. Apply conventions of journalistic and AP style in editing stories and other assignments.</li> <li>5. Apply concepts of journalistic style, ethics and law (including copyright, libel and privacy laws) in editing content.</li> <li>6. Write headlines suitable for print and online presentation.</li> </ol> <p>2. Apply leadership skills to managing assignments and overseeing the work of reporters, photographers and other content contributors.</p> <ol style="list-style-type: none"> <li>1. Demonstrate proper formats and practices to reporters and photographers.</li> <li>2. Communicate with and guide reporters, photographers and other content providers about content, revisions and deadlines.</li> <li>3. Critique and self-critique editing issues in student and professional news media.</li> <li>4. Explain and apply guidelines for student news media staff, as described in publication handbook.</li> <li>5. Critique and self-critique student news media leadership.</li> <li>6. Decide how to respond to reader email, letters and online comments</li> </ol> | <p>1. Apply journalistic skills in assigning, editing and placing content for a student media product such as a newspaper, magazine or website.</p> <ol style="list-style-type: none"> <li>1. Develop ideas for stories and other content in consultation with other editors.</li> <li>2. Create assignments for stories to student reporters, photographers and other content providers.</li> <li>3. Propose and assign stories and other content to student reporters, photographers and other content providers.</li> <li>4. Apply conventions of journalistic and AP style in editing stories and other assignments.</li> <li>5. Apply concepts of journalistic style, ethics and law (including copyright, libel and privacy laws) in editing content.</li> <li>6. Write headlines suitable for print and online presentation.</li> </ol> <p>2. Apply leadership skills to managing assignments and overseeing the work of reporters, photographers and other content contributors.</p> <ol style="list-style-type: none"> <li>1. Demonstrate proper formats and practices to reporters and photographers.</li> <li>2. Communicate with and guide reporters, photographers and other content providers about content, revisions and deadlines.</li> <li>3. Critique and self-critique editing issues in student and professional news media.</li> <li>4. Explain and apply guidelines for student news media staff, as described in publication handbook.</li> <li>5. Critique and self-critique student news media leadership.</li> <li>6. Decide how to respond to reader email, letters and online comments</li> </ol> |
|--|--|--|

Changed	Field	Current Version	Proposed Version
		3. Manage journalistic content from creation to publication in print or online. 1. Apply software and web tools in creating and editing assignments. 2. Apply software and web tools for placing and posting content, in print and/or online. 3. Use software and web tools to reformat and place photos for online and print presentation. 4. Use software and web tools to place videos online.	3. Manage journalistic content from creation to publication in print or online. 1. Apply software and web tools in creating and editing assignments. 2. Apply software and web tools for placing and posting content, in print and/or online. 3. Use software and web tools to reformat and place photos for online and print presentation. 4. Use software and web tools to place videos online.
	<b>Lab Component in this Course</b>	No	No
	<b>Lab Outline</b>	No value	No value

#### Req/Adv

Changed	Questions	Current Version	Proposed Version
	<b>Prerequisite(s):</b>	JOUR D061A	JOUR D061A
	<b>Corequisite(s):</b>	No Value	No Value
	<b>Advisory(ies):</b>	No Value	No Value
	<b>Advisory(ies) - Other:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment - Other:</b>	No Value	No Value
	<b>Entrance Skills(s):</b>	No Value	No Value
	<b>Entrance Skill(s) - Other:</b>	No Value	No Value
	<b>General Course Statement(s):</b>	No Value	No Value



Changed	Questions	Current Version	Proposed Version
	<b>General Course Statement(s) - Other:</b>	No Value	No Value

## Curriculum Office

Changed	Questions	Current Version	Proposed Version
❗	<b>Banner Start Term (202122)</b>	202122	No Value
❗	<b>Banner Division</b>	2LA	No Value
❗	<b>Catalog Term (21-22)</b>	21-22	No Value
❗	<b>5 Year Revision Year (2021)</b>	2018	No Value
❗	<b>Effective Quarter</b>	Fall	No Value
❗	<b>Effective Year (2021)</b>	2018	No Value
	<b>Sort ID (00 &lt; 10; 0 &lt; 100)</b>	JOUR 061C	JOUR 061C
	<b>Course Status</b>	Non-substantial	Non-substantial
❗	<b>Course Status Code</b>	A	No Value
❗	<b>Banner Department</b>	JOUR	No Value
❗	<b>Course Level</b>	DU	No Value
❗	<b>College Code</b>	DA	No Value
	<b>Course Characteristics</b>	CTE	CTE
	<b>Cross-Listed/Related Course Information</b>	NA	NA
	<b>Cross-Listed/Related Course ID's</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
❗	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
❗	Hybrid Approval Date (MM/DD/YYYY)	02/27/2018	No Value
❗	Emergency Approval	No	No Value
❗	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
❗	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
❗	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)	Nine hours laboratory (108 hours total per quarter).	No Value

Changed	Questions	Current Version	Proposed Version
❗	Noncredit Enhanced Funding Indicator	N	No Value
❗	In Service Indicator	N	No Value
❗	Sports/Physical Education Course Indicator	N	No Value
❗	COA Code	C	No Value
❗	Fund Code	114000	No Value
❗	Organization Code	238013	No Value
❗	Account Code	1320	No Value
❗	Program Code	060100	No Value
❗	Percent	100	No Value
	Curriculum Office Notes	No Value	No Value
❗	Print/No Print to Catalog	Yes	No Value

### Summary of Revisions

Changed	Questions	Current Version	Proposed Version
	Basic Course Information	No Value	No Value
	Units and Hours	No Value	No Value
	Specifications	No Value	No Value
	Outline	No Value	No Value
	Other	No Value	No Value

### Blue Form

Changed	Questions	Current Version	Proposed Version
	<b>For changes to the units and hours tab;</b> <b>1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes;</b> <b>and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.</b>	No Value	No Value
	<b>1. Is the unit(s) change required for articulation?</b>	No Value	No Value
	<b>2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.</b>	No Value	No Value
	<b>3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.</b>	No Value	No Value
	<b>Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b>	No Value	No Value
	<b>Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b>	No Value	No Value

#### A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<b>EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b>	No Value	No Value
	<b>Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.</b>	No Value	No Value
	<b>Objective 2: Compose essays drawn from personal experience and assigned texts.</b>	No Value	No Value
	<b>Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 4:**  
Create syntactically varied sentences that are free of mechanical errors.

No Value

No Value

**Objective 5:**  
Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

No Value

## B-Matrix Form

Changed	Questions	Current Version	Proposed Version
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**ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.**  
If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

**Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.**

No Value

No Value

**Objective 2: Develop analytical ideas and topics for essays.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 3: Compose and support thesis statements for analytical essays.</b>	No Value	No Value
	<b>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</b>	No Value	No Value
	<b>Objective 5: Identify and practice writing for different audiences and purposes.</b>	No Value	No Value
	<b>Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.</b>	No Value	No Value
	<b>Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.</b>	No Value	No Value
	<b>Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.</b>	No Value	No Value
	<b>Objective 9: Demonstrate appropriate grammar usage and mechanics.</b>	No Value	No Value

### C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p><b>ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b></p>	No Value	No Value
	<p><b>Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.</b></p>	No Value	No Value
	<p><b>Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.</b></p>	No Value	No Value
	<p><b>Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.</b></p>	No Value	No Value



Changed	Questions	Current Version	Proposed Version
	<b>Objective 4:</b> <b>Demonstrate the ability to include a variety of sentence structures in writing.</b>	No Value	No Value
	<b>Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.</b>	No Value	No Value

#### D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<b>Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 1:</b> <b>Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.</b>	No Value	No Value
	<b>Objective 2:</b> <b>Investigate the use of mathematics in real world.</b>	No Value	No Value
	<b>Objective 3:</b> <b>Explore functions.</b>	No Value	No Value
	<b>Objective 4:</b> <b>Develop linear function models.</b>	No Value	No Value
	<b>Objective 5: Use systems of two linear equations to solve real world problems.</b>	No Value	No Value
	<b>Objective 6: Use linear inequalities in one variable to solve real world problems.</b>	No Value	No Value
	<b>Objective 7:</b> <b>Examine exponential expressions and develop exponential function models.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 8:</b> <b>Examine logarithmic expressions and develop logarithmic function models.</b>	No Value	No Value
	<b>Objective 9:</b> <b>Develop quadratic function models to solve problems.</b>	No Value	No Value
	<b>Objective 10:</b> <b>Investigate the characteristics of rational expressions.</b>	No Value	No Value
	<b>Objective 11:</b> <b>Develop skills to work with radical expressions.</b>	No Value	No Value

<b>E-Matrix Form</b>

Changed	Questions	Current Version	Proposed Version
	<p><b>Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b></p>	No Value	No Value
	<p><b>Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.</b></p>	No Value	No Value
	<p><b>Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.</b></p>	No Value	No Value
	<p><b>Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.</b></p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 4:</b> Develop linear function models to solve problems.	No Value	No Value
	<b>Objective 5: Use</b> systems of two linear equations to solve real-world problems.	No Value	No Value
	<b>Objective 6:</b> Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	<b>Objective 7:</b> Develop quadratic function models to solve problems.	No Value	No Value
	<b>Objective 8: Use</b> inequalities to solve real world problems.	No Value	No Value
	<b>Objective 9:</b> Explore arithmetic sequences and series.	No Value	No Value
	<b>Objective 10:</b> Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

## F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<b>Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b>	No Value	No Value
	<b>Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.</b>	No Value	No Value
	<b>Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.</b>	No Value	No Value
	<b>Objective 3: Apply the order of operations to evaluate signed numerical expressions.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 4:</b> <b>Solve problems involving operations with signed numbers.</b>	No Value	No Value
	<b>Objective 5:</b> <b>Explore the characteristics and properties of real numbers.</b>	No Value	No Value
	<b>Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.</b>	No Value	No Value
	<b>Objective 7:</b> <b>Explore rates and ratios and use proportions to solve problems.</b>	No Value	No Value
	<b>Objective 8:</b> <b>Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.</b>	No Value	No Value
	<b>Objective 9:</b> <b>Explore the use of variables in expressions and evaluate algebraic expressions.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 10:</b> <b>Solve linear equations in one variable numerically and algebraically.</b>	No Value	No Value
	<b>Objective 11:</b> <b>Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.</b>	No Value	No Value
	<b>Objective 12:</b> <b>Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.</b>	No Value	No Value

#### G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<b>If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.</b>	No Value	No Value



Changed	Questions	Current Version	Proposed Version
	<p>If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form.</p> <p>Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.</p>	No Value	No Value

#### H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p><b>Objective 1:</b> For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.</p>	No Value	No Value
	<p><b>Objective 2:</b> For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.</b>	No Value	No Value
	<b>Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.</b>	No Value	No Value
	<b>Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.</b>	No Value	No Value
	<b>Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.</b>	No Value	No Value

#### De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	<p><b>Criteria 1:</b>  <b>Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b></p>	No Value	No Value
	<p><b>Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b></p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Criteria 3:</b> <b>Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	No Value
	<b>Criteria 4:</b> <b>Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	No Value
	<b>Criteria 5:</b> <b>Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	No Value

#### De Anza GE - ESGC Form

Changed	Questions	Current Version	Proposed Version
	<b>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</b>	No Value	No Value
	<b>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Criteria 3:</b> <b>Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.</b>	No Value	No Value
	<b>Criteria 4:</b> <b>Analyze how the well being of human society is dependent on sustainable social and ecological systems.</b>	No Value	No Value
	<b>Criteria 5:</b> <b>Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.</b>	No Value	No Value

Comments

Changed	Questions	Current Version	Proposed Version					
	Stage 2: Department Chair	No Value	No Value					
	Stage 3: Division Curriculum Representative	No Value	No Value					
	Stage 4: Division Dean	No Value	No Value					
	Stage 5: SLO Coordinator	No Value	No Value					
	Stage 7: Content Review Matrix Liaison	No Value	No Value					
!	Stage 8: Dean of Online Learning	No Value	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
			3/27/24	Gabriela Nocito - Suggested for AVPI Reading List	Specifications - Suggested	Required	Please delete the Suggested Reading List as this part is reserved for English classes only.	
	Stage 9: Articulation Officer	No Value	No Value					
	Stage 10: De Anza General Education	No Value	No Value					
	Stage 13: Curriculum Committee	No Value	No Value					

**Course Administration Codes**

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	JOURD061C
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Aug 31, 2023 12:00:00 AM
	External Review Approval Date	Sep 1, 2018 12:00:00 AM
	Course Control Number	CCC000545338

Articulation		
Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	



# Course Outline of Record Report

03/13/2025

## JOURD361C : Editorial Leadership for Student News Media

### General Information

<b>Faculty Initiator:</b>	<ul style="list-style-type: none"><li>Farideh Dada</li></ul>
<b>Attachments:</b>	Online_JOUR_361C_2026F.pdf ReqAdv_G_JOUR_361C_2026F_1.pdf Hybrid_JOUR_361C_2026F.pdf
<b>Course ID (CB01A and CB01B) :</b>	JOURD361C
<b>Short Course Title:</b>	EDIT LEADRSHP STDNT NEWS MEDIA
<b>Course Title (CB02) :</b>	Editorial Leadership for Student News Media
<b>Department:</b>	JOUR - Journalism
<b>Effective Term:</b>	Fall 2026
<b>TOP Code (CB03) :</b>	(0602.00) *Journalism
<b>CIP Code:</b>	(09.0401) Journalism.
<b>SAM Priority Code (CB09) :</b>	Clearly Occupational
<b>Distance Education Approved:</b>	Yes
<b>Course Control Number:</b>	No value
<b>Curriculum Committee Approval Date:</b>	Pending
<b>Board of Trustees Approval Date:</b>	Pending
<b>External Review Approval Date:</b>	09/01/2026
<b>Course Description:</b>	The course is practical, hands-on experience in planning, assigning, editing, and publishing print, video, and/or web content as members of the college newspaper, magazine, or media staff and editors. Students lead the production of non-fiction content with a focus on journalism, fostering student leadership and collaboration.
<b>Course Type (CB27) :</b>	<ul style="list-style-type: none"><li>Lower Division</li></ul>
<b>Mode of Delivery:</b>	<ul style="list-style-type: none"><li>Online</li><li>Hybrid</li></ul>
<b>Faculty Initiator:</b>	No value
<b>Course Family:</b>	Not Applicable

### Faculty Requirements

<b>Discipline 1:</b>	<ul style="list-style-type: none"><li>Journalism</li></ul>
<b>Discipline 2:</b>	<ul style="list-style-type: none"><li>Mass Communication</li></ul>
<b>Discipline 3:</b>	No value
<b>FSA:</b>	<ul style="list-style-type: none"><li>FHDA FSA - JOURNALISM</li></ul>

## Formerly Statement

### Formerly Statement

No Value

## Course Justification

### Course Justification

This is a noncredit enhanced CTE course and part of a newly created Journalism and Media Practices Certificate of Completion. This course gives students hands-on experience in the basics of creating content for student news media. This course is designed to provide hands-on training in media production, focusing on foundational skills in media content creation. It aligns with workforce preparation goals, offering students and professionals practical experience that can be applied directly to careers in media, marketing, public relations, and communication. The noncredit format makes the course accessible to diverse learners seeking to build technical skills and gain real-world experience, with opportunities to contribute to La Voz News, the student publication, for portfolio development and professional growth.

## Stand-Alone Statement

### Stand-Alone Statement

No Value

## Course Philosophy

### Course Philosophy

No Value

## CTE Course

### Is this a CTE (Career Technical Education) course?

Yes

## Honors/Non-honors Course

### Is this an honors/non-honors course?

No

## Mirrored Credit/Noncredit Course

**Is this a mirrored credit/noncredit course?**

Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

**Cross-listed Course****Is this a cross-listed course?**

No

**Foothill Equivalency****Does the course have a Foothill equivalent?**

No

**Foothill Faculty Consultation Name**

No Value

**Foothill Course ID**

No Value

**Course Development Options****Basic Skill Status (CB08)**

Course is not a basic skills course.

**Course Special Class Status (CB13)**

Course is not a special class.

**Grade Options**

- Letter Grade
- Pass/No Pass

**Repeat Limit**

99

**Course Prior To College Level**

Not applicable.

**Repeatability Statement**

(No limit on student re-enrollment for 0 unit courses.)

**Course Support Status (CB26)**

Course is not a support course

**Associated Programs**

☒ Course is part of a program

**Associated Program****Award Type****Active**

Journalism and Media Practices Certificate  
(In Development)

Certificate of Completion

Fall 2026

## Transferability & Gen. Ed. Options

### Course General Education Status (CB25)

Y

### Transferability (CB05)

Not transferable

### Transferability Status

Not transferable

## UC Transferable and/or Lower-Division Major Requirement

### Will the course be UC transferable?

No

### If yes, identify the lower-division UC course and campus.

No Value

### Will the course fulfill a UC/CSU lower-division major requirement?

No

### If yes, identify the UC/CSU campus, course and major.

No Value

## Units and Hours

### Summary

Minimum Credit Units	0
Maximum Credit Units	0
Total Course In-Class (Contact) Hours	108
Total Course Out-of-Class Hours	0
Total Student Learning Hours	108

### Credit / Non-Credit Options

#### Course Credit Status (CB04)

Non-Credit

#### Course Non Credit Category (CB22)

No value

#### Course Classification Code (CB11)

No value

#### Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	0	0
Laboratory Hours	9	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	0
Laboratory	108
NA	0
Total	108
Course Out-of-Class Hours	
Lecture	0
Laboratory	0
NA	0
Total	0

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction

Methods of Instruction

Methods of Instruction

Visual aids  
Guest speakers  
Discussion of assigned reading  
Collaborative learning and small group exercises  
Laboratory experience which involve students in formal exercises of news gathering and reporting activities  
Collaborative projects  
Critiques; peer critiques  
Discussion and problem-solving activities  
Possible field observation, field trips and conferences

## Assignments

- A. Complete one assignment per week which may include creating assignments, editing and placing content for one or more sections of the student newspaper, website or magazine; comply with deadlines.
- B. Demonstrate leadership among peers (reporters, photographers and other content providers) with clear communication on deadlines and revisions.
- C. Read about and react to issues concerning newsroom leadership and editing using critical thinking skills.
- D. Compile a digital or print portfolio of completed work, including a log of activities with descriptions of learning experiences and time spent on assignments.

## Methods of Evaluation

### Methods of Evaluation

## Methods of Evaluation

- A. Assignments evaluated for adherence to conventions of journalistic style for video production and deadline timeliness.
- B. Leadership and communication skills evaluated based on peer reviews and a skills matrix based on observation.
- C. Comprehension tests and a final exam requiring students to demonstrate critical thinking using concepts that have been introduced and studied throughout the course.
- D. Evaluation of portfolio and log report for completeness and professionalism of presentation.
- E. Critiques; peer critiques
- F. Professional protocols (meeting deadlines, attendance/participation, adherence to ethics)

## Essential Student Materials/Essential College Facilities

### Essential Student Materials:

- Students will need access to a laptop or a computer with a working camera, audio and internet access

### Essential College Facilities:

- A classroom/laboratory equipped as a newsroom: computers equipped with Adobe Creative Suite, and other necessary graphic, layout, video and audio software programs such as Audacity, Audition, InDesign and Photoshop; cameras, camcorders, podcast equipment, camera peripherals, and portable voice recorders
- Reliable access to the internet and conferencing tools, such as Zoom
- Access to SNO FLOW, La Voz website, College Source app access to Adobe Creative Suite

## Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Associated Press editors	Associated Press Stylebook and Briefing on Media Law	New York: Associated Press	2022-2024 / 56th edition	
Harrower, Tim	Inside Reporting	McGraw-Hill	2012 / 3rd edition	
La Voz adviser	La Voz Handbook	La Voz News	2024	
Bowles, Dorothy	Creative Editing	Wadsworth	2010 / 6th edition	

Filak, Vincent F.	Dynamics of News Reporting & Writing	Sage	2021/ 2nd edition
Hiro, Erin	Journalism 101 Multimedia Writing / Reporting	Open source	2024 / 1st edition
<b>Suggested Reading List</b> No Value			

<b>Learning Outcomes</b>
<b>Course Objectives</b>
Apply journalistic skills in assigning, editing and placing content for a student media product such as a newspaper, magazine or website.
Apply leadership skills to managing assignments and overseeing the work of reporters, photographers and other content contributors.
Manage journalistic content from creation to publication in print or online.
<b>CSLOs</b>  <b>Develop leadership skills while assigning and working with peers (reporters and photographers and/or fellow editors) as they create content for student media.</b> Expected SLO Performance: 0.0

<b>Outline</b>
<b>Course Outline</b>  A. Apply journalistic skills in assigning, editing and placing content for a student media product such as a newspaper, magazine or website. <ol style="list-style-type: none"> <li>1. Develop ideas for stories and other content in consultation with other editors.</li> <li>2. Create assignments for stories to student reporters, photographers and other content providers.</li> <li>3. Propose and assign stories and other content to student reporters, photographers and other content providers.</li> <li>4. Apply conventions of journalistic and AP style in editing stories and other assignments.</li> <li>5. Apply concepts of journalistic style, ethics and law (including copyright, libel and privacy laws) in editing content.</li> <li>6. Write headlines suitable for print and online presentation.</li> </ol> B. Apply leadership skills to managing assignments and overseeing the work of reporters, photographers and other content contributors. <ol style="list-style-type: none"> <li>1. Demonstrate proper formats and practices to reporters and photographers.</li> <li>2. Communicate with and guide reporters, photographers and other content providers about content, revisions and deadlines.</li> <li>3. Critique and self-critique editing issues in student and professional news media.</li> <li>4. Explain and apply guidelines for student news media staff, as described in publication handbook.</li> <li>5. Critique and self-critique student news media leadership.</li> <li>6. Decide how to respond to reader email, letters and online comments</li> </ol> C. Manage journalistic content from creation to publication in print or online. <ol style="list-style-type: none"> <li>1. Apply software and web tools in creating and editing assignments.</li> <li>2. Apply software and web tools for placing and posting content, in print and/or online.</li> </ol>

3. Use software and web tools to reformat and place photos for online and print presentation.
4. Use software and web tools to place videos online.

## Blue Form

**For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.**

No Value

**1. Is the unit(s) change required for articulation?**

No Value

**2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.**

No Value

**3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.**

No Value

**Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.**

No Value

**Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.**

No Value

**Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.**

- Units: 0
- Lab Hrs: 9
- Load: 0
- Seat Ct: 0
- (mkct 03/11/2026)

## Req/Adv

**Prerequisite(s):**

JOUR D361A

**Corequisite(s):**

No Value



**Advisory(ies):**

No Value

**Advisory(ies) - Other:**

No Value

**Limitation(s) on Enrollment:**

No Value

**Limitation(s) on Enrollment - Other:**

No Value

**Entrance Skills(s):**

No Value

**Entrance Skill(s) - Other:**

No Value

**General Course Statement(s):**

- NONCREDIT: (This is a noncredit enhanced, CTE course.)

**General Course Statement(s) - Other:**

No Value

**A-Matrix Form**

**EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

**Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.**

No Value

**Objective 2: Compose essays drawn from personal experience and assigned texts.**

No Value

**Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.**

No Value

**Objective 4: Create syntactically varied sentences that are free of mechanical errors.**

No Value

**Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.**

No Value

## **B-Matrix Form**

**ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

**Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.**

No Value

**Objective 2: Develop analytical ideas and topics for essays.**

No Value

**Objective 3: Compose and support thesis statements for analytical essays.**

No Value

**Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.**

No Value

**Objective 5: Identify and practice writing for different audiences and purposes.**

No Value

**Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.**

No Value

**Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.**

No Value

**Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.**

No Value

**Objective 9: Demonstrate appropriate grammar usage and mechanics.**

No Value

## C-Matrix Form

**ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

**Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.**

No Value

**Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.**

No Value

**Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.**

No Value

**Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.**

No Value

**Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.**

No Value

## D-Matrix Form

**Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

**Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.**

No Value

**Objective 2: Investigate the use of mathematics in real world.**

No Value

**Objective 3: Explore functions.**

No Value

**Objective 4: Develop linear function models.**

No Value
<b>Objective 5: Use systems of two linear equations to solve real world problems.</b>
No Value
<b>Objective 6: Use linear inequalities in one variable to solve real world problems.</b>
No Value
<b>Objective 7: Examine exponential expressions and develop exponential function models.</b>
No Value
<b>Objective 8: Examine logarithmic expressions and develop logarithmic function models.</b>
No Value
<b>Objective 9: Develop quadratic function models to solve problems.</b>
No Value
<b>Objective 10: Investigate the characteristics of rational expressions.</b>
No Value
<b>Objective 11: Develop skills to work with radical expressions.</b>
No Value

<b>E-Matrix Form</b>
<b>Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b>
No Value
<b>Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.</b>
No Value
<b>Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.</b>
No Value
<b>Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.</b>
No Value
<b>Objective 4: Develop linear function models to solve problems.</b>

No Value
<b>Objective 5: Use systems of two linear equations to solve real-world problems.</b> No Value
<b>Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.</b> No Value
<b>Objective 7: Develop quadratic function models to solve problems.</b> No Value
<b>Objective 8: Use inequalities to solve real world problems.</b> No Value
<b>Objective 9: Explore arithmetic sequences and series.</b> No Value
<b>Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.</b> No Value

<b>F-Matrix Form</b>
<b>Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b> No Value
<b>Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.</b> No Value
<b>Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.</b> No Value
<b>Objective 3: Apply the order of operations to evaluate signed numerical expressions.</b> No Value
<b>Objective 4: Solve problems involving operations with signed numbers.</b> No Value
<b>Objective 5: Explore the characteristics and properties of real numbers.</b>

No Value

**Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.**

No Value

**Objective 7: Explore rates and ratios and use proportions to solve problems.**

No Value

**Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.**

No Value

**Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.**

No Value

**Objective 10: Solve linear equations in one variable numerically and algebraically.**

No Value

**Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.**

No Value

**Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.**

No Value

## G-Matrix Form

**If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.**

No Value

**If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.**

No Value

## H-Matrix Form

**Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.**

No Value

**Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.**

No Value

**Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.**

No Value

**Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.**

No Value

**Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.**

No Value

**Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.**

No Value

## De Anza GE Form

**Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

## Comments

### Stage 2: Department Chair

No Value

### Stage 3: Division Curriculum Representative

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
1/20	Basic Course Information	Stand-Alone Statement	Required	The Course Justification states this is a stand-alone course. Please add a statement with the following: [1] An explanation as to why this course does not fit into a certificate/degree program or GE; [2] the purpose of this course; [3] who your audience will be	Y
1/20 1/23	Units and Hours	Course Credit Status (CB04)	Required	Select "Noncredit" for course numbers #300-499	Y

### Stage 4: Division Dean

No Value

### Stage 5: SLO Coordinator

No Value

### Stage 7: Content Review Matrix Liaison

No Value

### Stage 8: Dean of Online Learning

Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
2/10/25	Gabriela Nocito on behalf of COOL Members	Basic Information - Proposal Details – Attachments: Hybrid Course Delivery Request	Required	-Please adjust percentages of hybrid face-to-face. It cannot be 100% otherwise it would not be a Hybrid course (suggestion 50% to 90%) -Please adjust the explanation on question 6 of the form to match the correct percentages.	Y

Dear Gabriela,

Thank you for your feedback! Since this is a mirrored course, I've structured it exactly as its credit counterpart (JOUR 61B). The percentage breakdown follows the guidelines provided by the dean.

Please let me know if you still recommend any changes to the areas you marked. I appreciate your input!

Best,  
Farideh



Hi Farideh,  
We still can't consider a 100% face-to-face class "Hybrid." A suggestion is to have it up to 90%. It does not have to mirror the original course. When the original course is up for review, we can update the Hybrid form as well.  
I hope that helps.  
-Gabriela

Dear Gabriela,  
Thank you for the clarification. It did help.  
I updated the file.  
Thanks!  
Farideh

**Stage 9: Articulation Officer**

No Value

**Stage 10: De Anza General Education**

No Value

**Stage 13: Curriculum Committee**

No Value

**CO**

**Sort ID (00 < 10; 0 < 100)**

No Value

**Course Status**

No Value

**Course Characteristics**

No Value

**Cross-Listed/Related Course Information**

No Value

**Cross-Listed/Related Course ID's**

No Value

**DL Approval Date (MM/DD/YYYY)**

No Value

**Hybrid Approval Date (MM/DD/YYYY)**

No Value

**Curriculum Office Notes**

No Value


Summary of Changes



Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes	CSLOs
B-Matrix Form	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.
B-Matrix Form	Objective 2: Develop analytical ideas and topics for essays.
B-Matrix Form	Objective 3: Compose and support thesis statements for analytical essays.
B-Matrix Form	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.
B-Matrix Form	Objective 5: Identify and practice writing for different audiences and purposes.
B-Matrix Form	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.
B-Matrix Form	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.
B-Matrix Form	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.
B-Matrix Form	Objective 9: Demonstrate appropriate grammar usage and mechanics.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Section	Changed field
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Comments	Stage 5: SLO Coordinator
Comments	Stage 8: Dean of Online Learning

## General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• Mi Chang	• Huafu Liu
	Course ID (CB01A and CB01B)	MANDD001.	MANDD001.
	Course Control Number	CCC000306807	CCC000306807
	Course Title (CB02)	Elementary Mandarin (First Quarter)	Elementary Mandarin (First Quarter)
	Short Course Title	ELEMEN MANDARIN (1ST QTR)	ELEMEN MANDARIN (1ST QTR)
	TOP Code (CB03)	1107.00	1107.00 Chinese
	CIP Code	Chinese Language and Literature	16.0301 Chinese Language and Literature
	Department	MAND - Mandarin	MAND - Mandarin
	Effective Term	Fall 2025	Fall <del>2025</del> <u>2026</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational

Changed	Field	Current Version	Proposed Version
	<b>Course Description</b>	Introduction to the language and cultures of Mandarin-speaking countries and communities. Basic speaking, listening, reading, and writing of Mandarin will be introduced and practiced within a cultural framework. Mandarin will be the primary language of instruction. Emphasis will be on language as an expression of culture and a medium of communication.	Introduction to the language and cultures of Mandarin-speaking countries and communities. Basic speaking, listening, reading, and writing of Mandarin will be introduced and practiced within a cultural framework. Mandarin will be the primary language of instruction. Emphasis will be on language as an expression of culture and a medium of communication.
	<b>Course Type (CB27)</b>	<ul style="list-style-type: none"> <li>Lower Division</li> </ul>	<ul style="list-style-type: none"> <li>Lower Division</li> </ul>
	<b>Mode of Delivery</b>	No value	<ul style="list-style-type: none"> <li>Online</li> <li>Hybrid</li> </ul>

Faculty Requirements			
Changed	Field	Current Version	Proposed Version
	<b>Discipline 1</b>	No value	<ul style="list-style-type: none"> <li>Foreign Languages</li> </ul>
	<b>Discipline 2</b>	No value	No value
	<b>Discipline 3</b>	No value	No value
	<b>FSA</b>	No value	<ul style="list-style-type: none"> <li>FHDA FSA - MANDARIN</li> </ul>

Formerly Statement			
Changed	Field	Current Version	Proposed Version
	<b>Formerly Statement</b>	No value	

Course Justification			
Changed	Field	Current Version	Proposed Version
	<b>Course Justification</b>	This course meets a general education requirement for De Anza. It belongs to the Certificate of Achievement in Mandarin. It is UC and CSU transferable. It is the first quarter low-beginner level functions of Mandarin Language. Emphasis is on language as an expression of culture and a medium of communication.	This course meets a general education requirement for De Anza. It belongs to the Certificate of Achievement in Mandarin. It is UC and CSU transferable. It is the first quarter low-beginner level functions of Mandarin Language. Emphasis is on language as an expression of culture and a medium of communication.

Stand-Alone Statement			

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

Course Philosophy			
Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course			
Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No	No

Honors/Non-honors Course			
Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	No	No

Mirrored Credit/Noncredit Course			
Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No	No

Cross-listed Course			
Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No	No

Foothill Equivalency			
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Changed	Field	Current Version	Proposed Version
	<b>Foothill Faculty Consultation Name</b>	No value	
	<b>Foothill Course ID</b>	No value	
	<b>Does the course have a Foothill equivalent?</b>	No	No

#### More Options

Changed	Field	Current Version	Proposed Version
	<b>Basic Skill Status (CB08)</b>	Course is not a basic skills course.	Course is not a basic skills course.
	<b>Course Prior To College Level</b>	Not applicable.	Not applicable.
	<b>Course Special Class Status (CB13)</b>	Course is not a special class.	Course is not a special class.
	<b>Course Support Status (CB26)</b>	Course is not a support course	Course is not a support course
	<b>Repeat Limit</b>	0	0
	<b>Grade Options</b>	<ul style="list-style-type: none"> <li>Letter Grade</li> <li>Pass/No Pass</li> </ul>	<ul style="list-style-type: none"> <li>Letter Grade</li> <li>Pass/No Pass</li> </ul>
	<b>Allow Students to Gain Credit by Exam/Challenge</b>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Repeatability Statement</b>	No value	

#### UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	<b>If yes, identify the lower-division UC course and campus.</b>	No value	
	<b>Will the course fulfill a UC/CSU lower-division major requirement?</b>	No	No

Changed	Field	Current Version	Proposed Version
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	Yes	Yes

Associated Programs



Course is part of  
a program**Associated  
Program** Asian American Studies**Award  
Type** Certificate of Achievement  
(COA)**Associated  
Program** Asian American Studies**Award  
Type** Certificate of Achievement  
(COA)**Associated  
Program** Asian American Studies (In  
Development)**Award  
Type** Certificate of Achievement  
(COA)**Associated  
Program** Asian American Studies (In  
Development)**Award  
Type** Certificate of Achievement  
(COA)**Associated  
Program** CSU GE**Award  
Type** Certificate of Achievement-  
Advanced (COA-A)**Associated  
Program** CSU GE**Award  
Type** Certificate of Achievement-  
Advanced (COA-A)**Associated  
Program** Global Studies**Award  
Type** Associate in Arts (A.A.) Degree**Associated  
Program** Global Studies**Award  
Type** Associate in Arts (A.A.) Degree**Associated  
Program** Global Studies**Award  
Type** Certificate of Achievement-  
Advanced (COA-A)**Associated  
Program** Global Studies**Award  
Type** Certificate of Achievement-  
Advanced (COA-A)**Associated  
Program** Global Studies (In  
Development)**Award  
Type** Associate in Arts (A.A.) Degree**Associated  
Program** Global Studies (In  
Development)**Award  
Type** Associate in Arts (A.A.) Degree**Associated  
Program** Liberal Arts (Arts and Letters  
Emphasis)**Award  
Type** Associate in Arts (A.A.) Degree**Associated  
Program** Liberal Arts (Arts and Letters  
Emphasis)**Award  
Type** Associate in Arts (A.A.) Degree**Associated  
Program** Liberal Arts (Arts and Letters  
Emphasis) (In Development)**Award  
Type** Associate in Arts (A.A.) Degree**Associated  
Program** Liberal Arts (Arts and Letters  
Emphasis) (In Development)**Award  
Type** Associate in Arts (A.A.) Degree**Associated  
Program** Mandarin Language and Culture**Associated  
Program** Mandarin Language and Culture

Changed	Field	Current Version		Proposed Version	
		<b>Award Type</b>	Certificate of Achievement (COA)	<b>Award Type</b>	Certificate of Achievement (COA)
		<b>Associated Program</b>	Mandarin Language and Culture	<b>Associated Program</b>	Mandarin Language and Culture
		<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)	<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)
		<b>Associated Program</b>	Mandarin Language and Culture (In Development)	<b>Associated Program</b>	Mandarin Language and Culture (In Development)
		<b>Award Type</b>	Certificate of Achievement (COA)	<b>Award Type</b>	Certificate of Achievement (COA)
		<b>Associated Program</b>	Mandarin Language and Culture (In Development)	<b>Associated Program</b>	Mandarin Language and Culture (In Development)
		<b>Award Type</b>	Associate in Arts (A.A.) Degree	<b>Award Type</b>	Associate in Arts (A.A.) Degree
		<b>Associated Program</b>	Mandarin Language and Culture (In Development)	<b>Associated Program</b>	Mandarin Language and Culture (In Development)
		<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)	<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)
		<b>Associated Program</b>	World Languages and Culture	<b>Associated Program</b>	World Languages and Culture
		<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)	<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)
		<b>Associated Program</b>	World Languages and Culture (In Development)	<b>Associated Program</b>	World Languages and Culture (In Development)
		<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)	<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

Transferability & Gen. Ed. Options					
Changed	Field	Current Version		Proposed Version	
	<b>Transfer Status (CB05)</b>	Transferable to both UC and CSU		Transferable to both UC and CSU	
	<b>Course General Education Status (CB25)</b>	Y		Y	

Changed	Field	Current Version	Proposed Version												
	Transfer Status	Approved	Approved												
	GE Information	<table><tr><td>System/Institution</td><td>De Anza GE</td></tr><tr><td>Area(s)</td><td><ul style="list-style-type: none"><li>2G3X - Approved.</li></ul></td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	De Anza GE	Area(s)	<ul style="list-style-type: none"><li>2G3X - Approved.</li></ul>	-	No value	<table><tr><td>System/Institution</td><td>De Anza GE</td></tr><tr><td>Area(s)</td><td><ul style="list-style-type: none"><li>2G3X - Approved.</li></ul></td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	De Anza GE	Area(s)	<ul style="list-style-type: none"><li>2G3X - Approved.</li></ul>	-	No value
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-	No value														
System/Institution	De Anza GE														
Area(s)	<ul style="list-style-type: none"><li>2G3X - Approved.</li></ul>														
-	No value														

#### Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	5	5
	Lecture Hours - Out of Class	10	10
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

#### Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	180	180
	Lecture Hours - Course In-Class (Contact) per Term	60	60
	Lecture Hours - Course Out-of-Class per Term	120	120

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	60	60
	Total - Course Out-of-Class Hours	120	120
	Total Credit Units - Minimum Credit Units	5	5
	Total Credit Units - Maximum Credit Units	5	5

#### Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

#### Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.

Changed	Field	Current Version	Proposed Version
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units			
Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	180	180
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	5	5
	Minimum Credit Units	5	5
	Maximum Credit Units	5	5

SKIP			
Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications			



**Methods of Instruction**

**Methods of Instruction**

**Methods of Instruction**

Lecture and visual aids  
Discussion and problem solving performed in class  
In-class exploration of Internet sites  
Quiz and examination review performed in class  
Homework and extended projects  
Collaborative learning and small group exercises

**Methods of Instruction**

Methods of Instruction

**Methods of Instruction**

Lecture and visual aids  
Discussion and problem solving performed in class  
In-class exploration of Internet sites  
Quiz and examination review performed in class  
Homework and extended projects  
Collaborative learning and small group exercises



**Assignments**

1. Textbook readings that demonstrate the correct use of the first quarter elementary-level language functions
2. The textbook and workbook exercises that reinforce the correct use of written and spoken Mandarin of the first quarter elementary-level language functions
3. CDs, DVDs and the internet exercises that reinforce listening and writing skills
4. Computer program and online exercises that reinforce skills of the first quarter elementary-level for reading, writing, speaking, and listening
5. Writing assignments that demonstrate the correct use of the first quarter elementary-level written language functions
6. Oral presentations that demonstrate the correct use of the first quarter elementary-level oral language functions
7. Culture learning includes audio-video and online assignments as well as in-class oral presentations

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3. Online medias and the internet exercises that reinforce listening and writing skills
4. Computer program and online exercises that reinforce skills of the first quarter elementary-level for reading, writing, speaking, and listening
5. Writing assignments that demonstrate the correct use of the first quarter elementary-level written language functions
6. Oral presentations that demonstrate the correct use of the first quarter elementary-level oral language functions
7. Culture learning includes audio-video and online assignments as well as in-class oral presentations



## Methods of Evaluation

### Methods of Evaluation

#### Methods of Evaluation

1. Homework assignments (Textbook and Workbook exercises and other resources) will be evaluated on the basis of correct usage of language functions and studies in each lesson.
2. Oral and written chapter tests will be evaluated on the basis of composing comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.
3. Mid-term examination: an individual written and oral presentation will be evaluated on the basis of the correct usage of the vocabulary and the listening comprehension skills and communication correspondence.
4. Final examination: an individual written and oral presentation or a group oral presentation or an interview with the instructor will be evaluated on the basis of producing comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.
5. Oral presentation on cultural topics will be evaluated on the basis of demonstrating a cursory grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).
6. Participation in communication and cultural activities in class will be evaluated on the basis of demonstrating a cursory grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).

### Methods of Evaluation

Methods of Evaluation

Changed	Field	Current Version	Proposed Version
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Changed	Field	Current Version	Proposed Version
			<p>individual written and oral presentation or a group oral presentation or an interview with the instructor will be evaluated on the basis of producing comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.</p> <p>5. Oral presentation on cultural topics will be evaluated on the basis of demonstrating a cursory grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).</p> <p>6. Participation in communication and cultural activities in class will be evaluated on the basis of demonstrating a cursory grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).</p>

Changed	Field	Current Version	Proposed Version
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**Essential Student  
Materials/Essential  
College Facilities**

**Essential Student Materials:**

- None.

**Essential College Facilities:**

- None.

**Essential Student Materials:**

- None

**Essential College Facilities:**

- None



### Examples of Primary Texts and References

<b>Title</b>	No value
<b>Author</b>	Tao-chung Yao, Yuehua Liu, Liangyan Ge, Nyan-ping Bi and Yaohua Shi. Integrated Chinese Volume 1 Textbook: Simplified Chinese Edition. The Fourth Edition. Boston: Cheng&Tsui Company, 2017
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Tao-chung Yao, Yuehua Liu, Liangyan Ge, Nyan-ping Bi and Yaohua Shi. Integrated Chinese Volume 1 Workbook: Simplified Chinese Edition. The Fourth Edition. Boston: Cheng&Tsui Company, 2017
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Tao-chung Yao, Yuehua Liu, Liangyan Ge, Nyan-ping Bi and Yaohua Shi. Integrated Chinese Volume 1 Character Workbook: Simplified and Traditional Edition. The Fourth Edition. Boston: Cheng&Tsui Company, 2017
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Tao-chung Yao, Yuehua Liu, Nyan-ping Bi, Yea-fen Chen, Liangyan Ge, Nyan-ping Bi and Yaohua Shi. Integrated Chinese Level 1 Part1: Audio CDs. The Third Edition. Boston: Cheng&Tsui Company, 2009
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	Integrated Chinese Volume 1 Textbook: Simplified Chinese Edition
<b>Author</b>	Tao-chung Yao, Yuehua Liu, Liangyan Ge, Nyan-ping Bi and Yaohua Shi
<b>Publisher</b>	Boston: Cheng & Tsui Company
<b>Date/Edition</b>	2017/The Fourth Edition
<b>ISBN</b>	No value

<b>Title</b>	Integrated Chinese Volume 1 Workbook: Simplified Chinese Edition
<b>Author</b>	Tao-chung Yao, Yuehua Liu, Liangyan Ge, Nyan-ping Bi and Yaohua Shi
<b>Publisher</b>	Boston: Cheng & Tsui Company
<b>Date/Edition</b>	2017/The Fourth Edition
<b>ISBN</b>	No value

<b>Title</b>	Integrated Chinese Volume 1 Character Workbook: Traditional and Simplified Chinese Edition
<b>Author</b>	Tao-chung Yao, Yuehua Liu, Liangyan Ge, Nyan-ping Bi and Yaohua Shi
<b>Publisher</b>	Boston: Cheng & Tsui Company
<b>Date/Edition</b>	2017/The Fourth Edition

Changed	Field	Current Version	Proposed Version										
			<table><tr><td>ISBN</td><td>No value</td></tr></table>	ISBN	No value								
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			<table><tr><td>Title</td><td>Go Far with Chinese Level 1 Textbook (English and Chinese Edition)</td></tr><tr><td>Author</td><td>Cheng &amp; .amp &amp; Tsui</td></tr><tr><td>Publisher</td><td>Boston: Cheng &amp; Tsui Company</td></tr><tr><td>Date/Edition</td><td>2020/The First Edition</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	Title	Go Far with Chinese Level 1 Textbook (English and Chinese Edition)	Author	Cheng & .amp & Tsui	Publisher	Boston: Cheng & Tsui Company	Date/Edition	2020/The First Edition	ISBN	No value
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Author	Cheng & .amp & Tsui												
Publisher	Boston: Cheng & Tsui Company												
Date/Edition	2020/The First Edition												
ISBN	No value												



### Suggested Reading List

No value

**Reading List** Cheung, Hung-nin Samuel. A Practical Chinese Grammar. Hong Kong: The Chinese University Press, 1994

**May include, but are not limited to** No value

**Reading List** Kubler, Cornelius C. and Hsiaojung Sharon L. Chi. Read Chinese Signs. Boston: Cheng & Tsui Company, 1993

**May include, but are not limited to** No value

**Reading List** Manser, Martin H. Oxford Concise English-Chinese Chinese-English Dictionary. U.S.A.: Oxford University Press, 1999

**May include, but are not limited to** No value

**Reading List** Norman, Jerry. Chinese. Cambridge: Cambridge University Press, 1983

**May include, but are not limited to** No value

**Reading List** Spring, Madeline K. Making Connections: Enhance Your Listening Comprehension in Chinese: Traditional Character Edition. Boston: Cheng& Tsui Company, 2002

**May include, but are not limited to** No value

**Reading List** McNaughton, William and Li Ying. Reading and Writing Chinese: A Guide to a Chinese Writing System. Charles E. Tuttle Co., 1999

Changed Field

Current Version

Proposed Version

**May include, but are not limited to** No value

**Reading List** UV Pinyin Chart  
<http://www.uvm.edu/~chinese/pinyin.htm>

**May include, but are not limited to** No value

**Reading List** Pinyin Practice.Com  
<http://www.pinyinpractice.com>

**May include, but are not limited to** No value

**Reading List** Stroke Orders (traditional)  
<http://www.usc.edu/dept/ealc/chinese/character/>

**May include, but are not limited to** No value

**Reading List** IC vocabulary trainer  
<http://eastasia.hawaii.edu/yao/icfc/index.html>

**May include, but are not limited to** No value

**Reading List** Pinyin/Character/ English Text for IC(Part I, Level I)  
<http://www-rohan.sdsu.edu/dept/chinese/tools/>

**May include, but are not limited to** No value

**Reading List** IC Home from UH  
<http://eastasia.hawaii.edu/yao/icusers/Default.htm>

**May include, but are not limited to** No value

**Reading List** UC Berkeley's IC website  
<http://www.language.berkeley.edu/ic/>

**May include, but are not limited to** No value

**Reading List** IC Flashcards, Word Games and Test  
<http://quizlet.com/subject/integrated-chinese/>

**May include, but are not limited to** No value

**Reading List** On-line Dictionary <http://www.zhongwen.com>  
(traditional)

**May include, but are not limited to** No value

**Reading List** On-line dictionary (with sounds)  
[www.writtenchinese.com](http://www.writtenchinese.com)

**May include, but are not limited to** No value

**Reading List** NJ Star <http://www.njstar.com>

**May include, but are not limited to** No value

Changed	Field	Current Version	Proposed Version
		<b>Reading List</b> Chinese Computing Help Desk <a href="http://www.pinyinjoe.com/">http://www.pinyinjoe.com/</a>	
		<b>May include, but are not limited to</b> No value	
		<b>Reading List</b> Learning Chinese Online <a href="http://www.csulb.edu/~txie/online1.htm">http://www.csulb.edu/~txie/online1.htm</a>	
		<b>May include, but are not limited to</b> No value	

## Learning Outcomes

Changed	Field	Current Version	Proposed Version
	<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of language as the primary expression of culture and a medium of communication</li> <li>• Recognize and formulate first quarter elementary-level functions of the Mandarin language</li> <li>• Demonstrate the ability to communicate in Mandarin using listening, speaking, reading, and writing skills</li> <li>• Examine historical and cultural developments in the different Mandarin-speaking countries and communities</li> <li>• Distinguish between the linguistic features of the Mandarin-speaking countries and communities</li> <li>• Engage in a critical analysis and comparison of the students' own values and cultural assumptions with those of the Mandarin-speaking countries and communities</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of language as the primary expression of culture and a medium of communication</li> <li>• Recognize and formulate first quarter elementary-level functions of the Mandarin language</li> <li>• Demonstrate the ability to communicate in Mandarin using listening, speaking, reading, and writing skills</li> <li>• Examine historical and cultural developments in the different Mandarin-speaking countries and communities</li> <li>• Distinguish between the linguistic features of the Mandarin-speaking countries and communities</li> <li>• Engage in a critical analysis and comparison of the students' own values and cultural assumptions with those of the Mandarin-speaking countries and communities</li> </ul>





## CSLOs

## CSLOs

Develop the native sense of four tone usage of Mandarin pronunciation and demonstrate a working command of essential vocabulary (recognize and reproduce some 150 Chinese characters) and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar contexts, such as greetings, family, dates/time and hobbies.

## Expected

0.0

## SLO

## Performance

## CSLOs

Recognize and develop a native sense of the four-tone system in Mandarin pronunciation. Demonstrate a working command of essential vocabulary and the ability to recognize and reproduce approximately 150 Chinese characters. Use appropriate language structures to request and provide basic information, both orally and in writing. Communicate effectively in high-frequency situations within familiar contexts, such as greetings, family, dates and time, and hobbies.

## Expected

0.0

## SLO

## Performance

## CSLOs

Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.

## Expected

0.0

## SLO

## Performance

## CSLOs

Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.

## Expected

0.0

## SLO

## Performance

## CSLOs

Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.

## Expected

0.0

## SLO

## Performance

## CSLOs

Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.

## Expected

0.0

## SLO

## Performance

## CSLOs

Demonstrate a cursory grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).

## Expected

0.0

## SLO

## Performance

## CSLOs

Demonstrate a cursory grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and comparing them to one's own cultures.

## Expected

0.0

## SLO

## Performance



**Course Content**

- |  |  |  |
|--|--|--|
| <ol style="list-style-type: none"> <li>1. Demonstrate an understanding of language as the primary expression of culture and a medium of communication               <ol style="list-style-type: none"> <li>1. Recognize the patterns and connections between language, thinking patterns, and culture</li> <li>2. Examine the influence of history, geography, and political policies on the Mandarin language from a cultural perspective</li> <li>3. Examine how the Mandarin language has evolved</li> </ol> </li> <li>2. Recognize and formulate first quarter elementary-level functions of the Mandarin language               <ol style="list-style-type: none"> <li>1. The phonetic system of romanization: pronunciation, vowels, consonants and tones</li> <li>2. Basic sentence, question, and negation patterns</li> <li>3. Subject and question pronouns</li> <li>4. Measure words</li> <li>5. Aspect markers</li> <li>6. Prepositions, coordinating conjunctions</li> <li>7. Sentence orders</li> <li>8. Descriptive Complements</li> </ol> </li> <li>3. Demonstrate the ability to communicate in Mandarin using listening, speaking, reading, and writing skills               <ol style="list-style-type: none"> <li>1. Formulate questions and answers about simple situations</li> <li>2. Demonstrate accurate pronunciation</li> <li>3. Demonstrate writing and reading skills within the framework of learned grammar and vocabulary</li> <li>4. Develop and practice writing skills beginning with the system of romanization and practicing the skills of character writing</li> </ol> </li> <li>4. Examine historical and cultural developments in the different Mandarin-speaking countries and communities               <ol style="list-style-type: none"> <li>1. Examine a broad outline of the history of China especially after 1949</li> <li>2. Evaluate the influence of the migration of different ethnicities within China and the immigration to other Asian countries and the United States</li> <li>3. Assess the importance of Mandarin from a regional perspective in East and Southeast Asia by learning about the different cultures in the regions such as Taiwan, Hong Kong</li> </ol> </li> <li>5. Distinguish between the linguistic features of the Mandarin-speaking countries and</li> </ol> | <ol style="list-style-type: none"> <li>1. Demonstrate an understanding of language as the primary expression of culture and a medium of communication               <ol style="list-style-type: none"> <li>1. Recognize the patterns and connections between language, thinking patterns, and culture</li> <li>2. Examine the influence of history, geography, and political policies on the Mandarin language from a cultural perspective</li> <li>3. Examine how the Mandarin language has evolved</li> </ol> </li> <li>2. Recognize and formulate first quarter elementary-level functions of the Mandarin language               <ol style="list-style-type: none"> <li>1. 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|--|--|--|

Changed	Field	Current Version	Proposed Version
		communities 1. Identify the importance and the different linguistic features of the Mandarin language in various Mandarin-speaking countries and communities 2. Examine the impact of language on Mandarin-speakers in the United States 6. Engage in a critical analysis and comparison of the students' own values and cultural assumptions with those of the Mandarin-speaking countries and communities 1. Examine the cultural and traditional values of the Mandarin-speaking countries and communities 2. Explore the student's own values and cultural assumptions and contrast them with the traditional values of Mandarin-speaking countries 3. Analyze the historical and traditional consequences of cultural assumptions in Mandarin-speaking countries and communities	communities 1. Identify the importance and the different linguistic features of the Mandarin language in various Mandarin-speaking countries and communities 2. Examine the impact of language on Mandarin-speakers in the United States 6. Engage in a critical analysis and comparison of the students' own values and cultural assumptions with those of the Mandarin-speaking countries and communities 1. Examine the cultural and traditional values of the Mandarin-speaking countries and communities 2. Explore the student's own values and cultural assumptions and contrast them with the traditional values of Mandarin-speaking countries 3. Analyze the historical and traditional consequences of cultural assumptions in Mandarin-speaking countries and communities
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

### Blue Form

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.</b>	No Value	No Value
	<b>3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.</b>	No Value	No Value
	<b>Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b>	No Value	No Value
	<b>Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b>	No Value	No Value
	<b>Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b>	No Value	No Value

Req/Adv			
Changed	Questions	Current Version	Proposed Version
	<b>Prerequisite(s):</b>	No Value	No Value
	<b>Corequisite(s):</b>	No Value	No Value
	<b>Advisory(ies):</b>	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.
	<b>Advisory(ies) - Other:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment - Other:</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Entrance Skills(s):</b>	No Value	No Value
	<b>Entrance Skill(s) - Other:</b>	No Value	No Value
	<b>General Course Statement(s):</b>	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	<b>General Course Statement(s) - Other:</b>	No Value	No Value

#### A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<b>EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b>	No Value	No Value
	<b>Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.</b>	No Value	No Value
	<b>Objective 2: Compose essays drawn from personal experience and assigned texts.</b>	No Value	No Value
	<b>Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.</b>	No Value	No Value
	<b>Objective 4: Create syntactically varied sentences that are free of mechanical errors.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 5:**  
Distinguish,  
compare, and  
evaluate the  
multiplicity and  
ambiguity of  
perspectives.

No Value

No Value

# B-Matrix Form

Changed	Questions	Current Version	Proposed Version
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**ESL D272. and ESL  
D273., or ESL D472.  
and ESL D473., or  
eligibility for EWRT  
D001A or EWRT  
D01AH or ESL D005.**  
If this is the  
requisite for the  
course, complete  
the objective(s)  
below. If this  
requisite is being  
removed, provide an  
explanation as to  
why.

No Value

No Value



**Objective 1: Analyze  
a variety of college-  
level texts with a  
focus predominantly  
on expository and  
argumentative  
writing.**

No Value

Outline D: Examine historical and cultural  
developments in the different Mandarin-speaking  
countries and communities



**Objective 2: Develop  
analytical ideas and  
topics for essays.**

No Value

Outline E: Distinguish between the linguistic  
features of the Mandarin-speaking countries and  
communities



**Objective 3:  
Compose and  
support thesis  
statements for  
analytical essays.**

No Value

Outline F: Engage in a critical analysis and  
comparison of the students' own values and  
cultural assumptions with those of the Mandarin-  
speaking countries and communities



**Objective 4: Develop  
clear sequential  
relationship between  
central  
argument/controlling  
idea and supporting  
ideas in writing.**

No Value

Methods of Evaluation F: Participation in  
communication and cultural activities in class will  
be evaluated on the basis of demonstrating a  
 cursory grasp of social protocols and  
contributions of Mandarin-speaking cultures, by  
analyzing and comparing them to one's own  
culture(s).

Changed	Questions	Current Version	Proposed Version
❗	<b>Objective 5: Identify and practice writing for different audiences and purposes.</b>	No Value	Assignment G: Culture learning includes audio-video and online assignments as well as in-class oral presentations
❗	<b>Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.</b>	No Value	Methods of Evaluation E: Oral presentation on cultural topics will be evaluated on the basis of demonstrating a cursory grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).
❗	<b>Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.</b>	No Value	Outline D: Examine historical and cultural developments in the different Mandarin-speaking countries and communities
❗	<b>Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.</b>	No Value	Outline F: Engage in a critical analysis and comparison of the students' own values and cultural assumptions with those of the Mandarin-speaking countries and communities
❗	<b>Objective 9: Demonstrate appropriate grammar usage and mechanics.</b>	No Value	Assignment G: Culture learning includes audio-video and online assignments as well as in-class oral presentations

#### C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value



Changed	Questions	Current Version	Proposed Version
	<b>Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.</b>	No Value	No Value
	<b>Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.</b>	No Value	No Value
	<b>Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.</b>	No Value	No Value
	<b>Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.</b>	No Value	No Value
	<b>Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.</b>	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 7:</b> Examine exponential expressions and develop exponential function models.	No Value	No Value
	<b>Objective 8:</b> Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	<b>Objective 9:</b> Develop quadratic function models to solve problems.	No Value	No Value
	<b>Objective 10:</b> Investigate the characteristics of rational expressions.	No Value	No Value
	<b>Objective 11:</b> Develop skills to work with radical expressions.	No Value	No Value

#### E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 1:</b> Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	<b>Objective 2:</b> Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	<b>Objective 3:</b> Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	<b>Objective 4:</b> Develop linear function models to solve problems.	No Value	No Value
	<b>Objective 5:</b> Use systems of two linear equations to solve real-world problems.	No Value	No Value
	<b>Objective 6:</b> Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	<b>Objective 7:</b> Develop quadratic function models to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 8: Use inequalities to solve real world problems.</b>	No Value	No Value
	<b>Objective 9: Explore arithmetic sequences and series.</b>	No Value	No Value
	<b>Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.</b>	No Value	No Value

#### F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<b>Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b>	No Value	No Value
	<b>Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.</b>	No Value	No Value
	<b>Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 3: Apply the order of operations to evaluate signed numerical expressions.</b>	No Value	No Value
	<b>Objective 4: Solve problems involving operations with signed numbers.</b>	No Value	No Value
	<b>Objective 5: Explore the characteristics and properties of real numbers.</b>	No Value	No Value
	<b>Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.</b>	No Value	No Value
	<b>Objective 7: Explore rates and ratios and use proportions to solve problems.</b>	No Value	No Value
	<b>Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.</b>	No Value	No Value
	<b>Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.</b>	No Value	No Value
	<b>Objective 10: Solve linear equations in one variable numerically and algebraically.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 11:</b> Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	<b>Objective 12:</b> Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

#### G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<b>If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.</b>	No Value	No Value
	<b>If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.</b>	No Value	No Value

## H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<b>Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.</b>	No Value	No Value
	<b>Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.</b>	No Value	No Value
	<b>Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.</b>	No Value	No Value
	<b>Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.</b>	No Value	No Value
	<b>Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.</b>	No Value	No Value
	<b>Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.</b>	No Value	No Value

## De Anza GE Form



Changed	Questions	Current Version	Proposed Version
	<p><b>!</b> Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	Outline A: Demonstrate an understanding of language as the primary expression of culture and a medium of communication
	<p><b>!</b> Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	Methods of Evaluation C : Mid-term Examination: This assessment fosters oral communication, written communication, and collaborative exercises. Students will complete an individual or group written and oral presentation, evaluated based on the correct use of vocabulary, listening comprehension skills, and effective communication.
	<p><b>!</b> Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	Outline E: Distinguish between the linguistic features of the Mandarin-speaking countries and communities

Changed	Questions	Current Version	Proposed Version
	<b>Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	Outline F: Engage in a critical analysis and comparison of the students' own values and cultural assumptions with those of the Mandarin-speaking countries and communities
	<b>Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	Outline D: Examine historical and cultural developments in the different Mandarin-speaking countries and communities
	<b>Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	Methods of Evaluation F: Participation in communication and cultural activities in class will be evaluated on the basis of demonstrating a cursory grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).

Comments			
Changed	Questions	Current Version	Proposed Version
	<b>Stage 2: Department Chair</b>	No Value	No Value
	<b>Stage 3: Division Curriculum Representative</b>	No Value	No Value

Changed Questions Current Version Proposed Version

Stage 4: Division  
Dean

No Value

No Value



Stage 5: SLO  
Coordinator

No Value

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
1/24/2025	Learning	CSLO's	Required	CSLO 1 "Develop the native sense of four tone usage of Mandarin pronunciation and demonstrate a working command of essential vocabulary recognize and reproduce some 150 Chinese characters and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high- frequency situations in familiar contexts, such as greetings, family, dates/time and hobbies." Run on sentence. Suggest new sentence begins with the word "recognize".	Y

Stage 7: Content  
Review Matrix  
Liaison

No Value

No Value

Changed	Questions	Current Version	Proposed Version				
!	Stage 8: Dean of Online Learning	No Value					
			Date	Name - Role OR Part - Field Tab	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
						-Please adjust percentages of hybrid face-to-face. It cannot be 100% otherwise it would not be a Hybrid course (suggestion 50% to 90%)	
				Basic Information - Gabriela Proposal Details –		-Please adjust the explanation	
			2/10/25	on behalf of COOL Hybrid MembersCourse	Attachments: Required	on question 6 of the form to match the correct percentages.	Y
				Delivery Request		-Please clarify the acronyms "ACT" and "DDS" on question #12 of the form. Most likely, only DSPS will be a resource.	
	Stage 9: Articulation Officer	No Value					
	Stage 10: De Anza General Education	No Value					
	Stage 13: Curriculum Committee	No Value					

CO			
Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	MAND 001	MAND 001
	Course Status	Non-substantial	Non-substantial

Changed	Questions	Current Version	Proposed Version
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> <li>Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc</li> </ul>	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> <li>Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc</li> </ul>

Course Administration Codes		
Articulation occurs after course approval. The following fields will not show a Proposed Version.		
Changed	Field	Current Version
	Curriculum ID	MANDD001.
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000306807

Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS-DEPT-NAME	
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	Course Crosswalk CRS-NUMBER	
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Summary of Changes


Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes	CSLOs
B-Matrix Form	<u>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</u>
B-Matrix Form	Objective 2: Develop analytical ideas and topics for essays.
B-Matrix Form	Objective 3: Compose and support thesis statements for analytical essays.
B-Matrix Form	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.
B-Matrix Form	Objective 5: Identify and practice writing for different audiences and purposes.
B-Matrix Form	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.
B-Matrix Form	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.
B-Matrix Form	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.
B-Matrix Form	Objective 9: Demonstrate appropriate grammar usage and mechanics.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)



Section	Changed field
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Comments	Stage 5: SLO Coordinator
Comments	Stage 8: Dean of Online Learning

## General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• Mi Chang	• Huafu Liu
	Course ID (CB01A and CB01B)	MANDD002.	MANDD002.
	Course Control Number	CCC000130763	CCC000130763
	Course Title (CB02)	Elementary Mandarin (Second Quarter)	Elementary Mandarin (Second Quarter)
	Short Course Title	ELEMEN MANDARIN (2ND QTR)	ELEMEN MANDARIN (2ND QTR)
	TOP Code (CB03)	1107.00	1107.00 Chinese
	CIP Code	Chinese Language and Literature	16.0301 Chinese Language and Literature
	Department	MAND - Mandarin	MAND - Mandarin
	Effective Term	Fall 2025	Fall <del>2025</del> <u>2026</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational



Changed	Field	Current Version	Proposed Version
	<b>Course Description</b>	Further development of material presented in MAND 1. Continuation of introduction to the language and cultures of Mandarin-speaking countries and communities. Speaking, listening, reading, and writing of Mandarin will be continued and practiced within a cultural framework. Mandarin will be the primary language of instruction. Emphasis will be on language as an expression of culture and a medium of communication.	Further development of material presented in MAND 1. Continuation of introduction to the language and cultures of Mandarin-speaking countries and communities. Speaking, listening, reading, and writing of Mandarin will be continued and practiced within a cultural framework. Mandarin will be the primary language of instruction. Emphasis will be on language as an expression of culture and a medium of communication.
	<b>Course Type (CB27)</b>	<ul style="list-style-type: none"> <li>Lower Division</li> </ul>	<ul style="list-style-type: none"> <li>Lower Division</li> </ul>
	<b>Mode of Delivery</b>	<ul style="list-style-type: none"> <li>Hybrid</li> </ul>	<ul style="list-style-type: none"> <li>Online</li> <li>Hybrid</li> </ul>

Faculty Requirements			
Changed	Field	Current Version	Proposed Version
	<b>Discipline 1</b>	No value	<ul style="list-style-type: none"> <li>Foreign Languages</li> </ul>
	<b>Discipline 2</b>	No value	No value
	<b>Discipline 3</b>	No value	No value
	<b>FSA</b>	No value	<ul style="list-style-type: none"> <li>FHDA FSA - MANDARIN</li> </ul>

Formerly Statement			
Changed	Field	Current Version	Proposed Version
	<b>Formerly Statement</b>	No value	

Course Justification			
Changed	Field	Current Version	Proposed Version
	<b>Course Justification</b>	This course meets a general education requirement for De Anza. It belongs to the Certificate of Achievement in Mandarin. It is UC and CSU transferable. It is the second quarter beginner level functions of Mandarin Language. Emphasis is on language as an expression of culture and a medium of communication.	This course meets a general education requirement for De Anza. It belongs to the Certificate of Achievement in Mandarin. It is UC and CSU transferable. It is the second quarter beginner level functions of Mandarin Language. Emphasis is on language as an expression of culture and a medium of communication.

### Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

### Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

### CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No	No

### Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	No	No

### Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No	No

### Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No	No

### Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	<b>Foothill Faculty Consultation Name</b>	No value	
	<b>Foothill Course ID</b>	No value	
	<b>Does the course have a Foothill equivalent?</b>	No	No

### More Options

Changed	Field	Current Version	Proposed Version
	<b>Basic Skill Status (CB08)</b>	Course is not a basic skills course.	Course is not a basic skills course.
	<b>Course Prior To College Level</b>	Not applicable.	Not applicable.
	<b>Course Special Class Status (CB13)</b>	Course is not a special class.	Course is not a special class.
	<b>Course Support Status (CB26)</b>	Course is not a support course	Course is not a support course
	<b>Repeat Limit</b>	0	0
	<b>Grade Options</b>	<ul style="list-style-type: none"><li>Letter Grade</li><li>Pass/No Pass</li></ul>	<ul style="list-style-type: none"><li>Letter Grade</li><li>Pass/No Pass</li></ul>
	<b>Allow Students to Gain Credit by Exam/Challenge</b>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Repeatability Statement</b>	No value	

### UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	<b>If yes, identify the lower-division UC course and campus.</b>	No value	

Changed	Field	Current Version	Proposed Version
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	Will the course fulfill a UC/CSU lower-division major requirement?	No	No
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	Will the course fulfill a UC/CSU lower-division major requirement?	No	No
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	Will the course fulfill a UC/CSU lower-division major requirement?	No	No
--	--	----	----

	If yes, identify the UC/CSU campus, course and major.	No value	
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	If yes, identify the UC/CSU campus, course and major.	No value	
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	Will the course be UC transferable?	Yes	Yes
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	Will the course be UC transferable?	Yes	Yes
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	Will the course be UC transferable?	Yes	Yes
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Associated Programs

Course is part of  
a program

**Associated  
Program** Asian American Studies

**Award  
Type** Certificate of Achievement  
(COA)

**Associated  
Program** Asian American Studies

**Award  
Type** Certificate of Achievement  
(COA)

**Associated  
Program** Asian American Studies (In  
Development)

**Award  
Type** Certificate of Achievement  
(COA)

**Associated  
Program** Asian American Studies (In  
Development)

**Award  
Type** Certificate of Achievement  
(COA)

**Associated  
Program** CSU GE

**Award  
Type** Certificate of Achievement-  
Advanced (COA-A)

**Associated  
Program** CSU GE

**Award  
Type** Certificate of Achievement-  
Advanced (COA-A)

**Associated  
Program** Global Studies

**Award  
Type** Associate in Arts (A.A.) Degree

**Associated  
Program** Global Studies

**Award  
Type** Associate in Arts (A.A.) Degree

**Associated  
Program** Global Studies

**Award  
Type** Certificate of Achievement-  
Advanced (COA-A)

**Associated  
Program** Global Studies

**Award  
Type** Certificate of Achievement-  
Advanced (COA-A)

**Associated  
Program** Global Studies (In  
Development)

**Award  
Type** Associate in Arts (A.A.) Degree

**Associated  
Program** Global Studies (In  
Development)

**Award  
Type** Associate in Arts (A.A.) Degree

**Associated  
Program** IGETC

**Award  
Type** Certificate of Achievement-  
Advanced (COA-A)

**Associated  
Program** IGETC

**Award  
Type** Certificate of Achievement-  
Advanced (COA-A)

**Associated  
Program** Liberal Arts (Arts and Letters  
Emphasis)

**Award  
Type** Associate in Arts (A.A.) Degree

**Associated  
Program** Liberal Arts (Arts and Letters  
Emphasis)

**Award  
Type** Associate in Arts (A.A.) Degree

**Associated  
Program** Liberal Arts (Arts and Letters  
Emphasis) (In Development)

**Associated  
Program** Liberal Arts (Arts and Letters  
Emphasis) (In Development)

Changed Field

Current Version

Proposed Version

**Award Type** Associate in Arts (A.A.) Degree

**Award Type** Associate in Arts (A.A.) Degree

**Associated Program** Mandarin Language and Culture

**Associated Program** Mandarin Language and Culture

**Award Type** Certificate of Achievement (COA)

**Award Type** Certificate of Achievement (COA)

**Associated Program** Mandarin Language and Culture

**Associated Program** Mandarin Language and Culture

**Award Type** Certificate of Achievement-Advanced (COA-A)

**Award Type** Certificate of Achievement-Advanced (COA-A)

**Associated Program** Mandarin Language and Culture (In Development)

**Associated Program** Mandarin Language and Culture (In Development)

**Award Type** Associate in Arts (A.A.) Degree

**Award Type** Associate in Arts (A.A.) Degree

**Associated Program** Mandarin Language and Culture (In Development)

**Associated Program** Mandarin Language and Culture (In Development)

**Award Type** Certificate of Achievement-Advanced (COA-A)

**Award Type** Certificate of Achievement-Advanced (COA-A)

**Associated Program** Mandarin Language and Culture (In Development)

**Associated Program** Mandarin Language and Culture (In Development)

**Award Type** Certificate of Achievement (COA)

**Award Type** Certificate of Achievement (COA)

**Associated Program** World Languages and Culture

**Associated Program** World Languages and Culture

**Award Type** Certificate of Achievement-Advanced (COA-A)

**Award Type** Certificate of Achievement-Advanced (COA-A)

**Associated Program** World Languages and Culture (In Development)

**Associated Program** World Languages and Culture (In Development)

**Award Type** Certificate of Achievement-Advanced (COA-A)

**Award Type** Certificate of Achievement-Advanced (COA-A)

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version												
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU												
	Course General Education Status (CB25)	Y	Y												
	Transfer Status	Approved	Approved												
	GE Information	<table><tr><td>System/Institution</td><td>De Anza GE</td></tr><tr><td>Area(s)</td><td>• 2G3X - Approved.</td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	De Anza GE	Area(s)	• 2G3X - Approved.	-	No value	<table><tr><td>System/Institution</td><td>De Anza GE</td></tr><tr><td>Area(s)</td><td>• 2G3X - Approved.</td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	De Anza GE	Area(s)	• 2G3X - Approved.	-	No value
System/Institution	De Anza GE														
Area(s)	• 2G3X - Approved.														
-	No value														
System/Institution	De Anza GE														
Area(s)	• 2G3X - Approved.														
-	No value														

Weekly Student Hours - Profile Name: Default Profile			
Changed	Field	Current Version	Proposed Version
	<b>Lecture Hours - In Class</b>	5	5
	<b>Lecture Hours - Out of Class</b>	10	10
	<b>Laboratory Hours - In Class</b>	0	0
	<b>Laboratory Hours - Out of Class</b>	0	0
	<b>NA Hours - In Class</b>	0	0
	<b>NA Hours - Out of Class</b>	0	0

Course Student Hours - Profile Name: Default Profile			
Changed	Field	Current Version	Proposed Version
	<b>Course Duration (Weeks)</b>	12	12
	<b>Hours per unit divisor</b>	36	36
	<b>Total Student Learning Hours</b>	180	180

Changed	Field	Current Version	Proposed Version
	Lecture Hours - Course In-Class (Contact) per Term	60	60
	Lecture Hours - Course Out-of-Class per Term	120	120
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	60	60
	Total - Course Out-of-Class Hours	120	120
	Total Credit Units - Minimum Credit Units	5	5
	Total Credit Units - Maximum Credit Units	5	5

#### Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

#### Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable



Changed	Field	Current Version	Proposed Version
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units			
Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	180	180
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	5	5
	Minimum Credit Units	5	5
	Maximum Credit Units	5	5

SKIP			
Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications			



**Methods of Instruction**

**Methods of Instruction**

**Methods of Instruction**

Lecture and visual aids  
Discussion and problem solving performed in class  
In-class exploration of Internet sites  
Quiz and examination review performed in class  
Homework and extended projects  
Collaborative learning and small group exercises  
Field observation and field trips

**Methods of Instruction**

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Lecture and visual aids  
Discussion and problem solving performed in class  
In-class exploration of Internet sites  
Quiz and examination review performed in class  
Homework and extended projects  
Collaborative learning and small group exercises  
Field observation and field trips



**Assignments**

1. Textbook readings that demonstrate the correct use of the second quarter elementary-level language functions
2. The textbook and workbook exercises that reinforce the correct use of written and spoken Mandarin of the second quarter elementary-level language functions
3. CDs, DVDs and the internet exercises that reinforce listening and writing skills
4. Computer program and online exercises that reinforce skills of the second quarter elementary-level for reading, writing, speaking and listening
5. Writing assignments that demonstrate the correct use of the second quarter elementary-level written language functions
6. Oral presentations that demonstrate the correct use of the second quarter elementary-level oral language functions
7. Culture learning includes audio-video and online assignments as well as in-class oral presentations

1. Textbook readings that demonstrate the correct use of the second quarter elementary-level language functions
2. The textbook and workbook exercises that reinforce the correct use of written and spoken Mandarin of the second quarter elementary-level language functions
3. Online medias and the internet exercises that reinforce listening and writing skills
4. Computer program and online exercises that reinforce skills of the second quarter elementary-level for reading, writing, speaking and listening
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6. Oral presentations that demonstrate the correct use of the second quarter elementary-level oral language functions
7. Culture learning includes audio-video and online assignments as well as in-class oral presentations



**Methods of Evaluation**

**Methods of Evaluation**

**Methods of Evaluation**

1. Homework assignments (Textbook and Workbook exercises and other resources) will be evaluated on the basis of correct usage of language functions and studies in each lesson.
2. Oral and written chapter tests will be evaluated on the basis of composing comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.
3. Mid-term examination: an individual written and oral presentation will be evaluated on the basis of the correct usage of the vocabulary and the listening comprehension skills and communication correspondence.
4. Final examination: an individual written and oral presentation or a group oral presentation or an interview with the instructor will be evaluated on the basis of producing comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.
5. Oral presentation on cultural topics will be evaluated on the basis of demonstrating a deeper grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).
6. Participation in communication and cultural activities in class will be evaluated on the basis of demonstrating a deeper grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).

**Methods of Evaluation**

Methods of Evaluation

Changed	Field	Current Version	Proposed Version
			<p><b>Methods of Evaluation</b></p> <ol style="list-style-type: none"><li>1. Homework assignments (Textbook and Workbook exercises and other resources) will be evaluated on the basis of correct usage of language functions and studies in each lesson.</li><li>2. Oral and written chapter tests will be evaluated on the basis of composing comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.</li><li>3. Mid-term Examination: This assessment fosters oral communication, written communication, and collaborative exercises. Students will complete an individual or group written and oral presentation, evaluated based on the correct use of vocabulary, listening comprehension skills, and effective communication.</li></ol>

Changed	Field	Current Version	Proposed Version
			<p>4. Final examination: an individual written and oral presentation or a group written and oral presentation or an interview with the instructor will be evaluated on the basis of producing comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.</p> <p>5. Oral presentation on cultural topics will be evaluated on the basis of demonstrating a deeper grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).</p> <p>6. Participation in communication and cultural activities in class will be evaluated on the basis of demonstrating a deeper grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and</p>

Changed    Field

Current Version

Proposed Version

comparing them  
to one's own  
culture(s).



**Essential Student  
Materials/Essential  
College Facilities**

**Essential Student Materials:**

- None.

**Essential College Facilities:**

- None.

**Essential Student Materials:**

- None

**Essential College Facilities:**

- None



### Examples of Primary Texts and References

<b>Title</b>	No value
<b>Author</b>	Tao-chung Yao,Yuehua Liu, Liangyan Ge , Nyan-ping Bi and Yaohua Shi. Integrated Chinese Volume 1 Textbook: Simplified Chinese Edition. The Fourth Edition. Boston: Cheng & Tsui Company, 2017
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Tao-chung Yao,Yuehua Liu, Liangyan Ge , Nyan-ping Bi and Yaohua Shi. Integrated Chinese Volume 1 Workbook: Simplified Chinese Edition. The Fourth Edition. Boston: Cheng & Tsui Company, 2017
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Tao-chung Yao,Yuehua Liu, Liangyan Ge , Nyan-ping Bi and Yaohua Shi. Integrated Chinese Volume 1 Character Workbook: Simplified and Traditional Edition. The Fourth Edition. Boston: Cheng & Tsui Company, 2017
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Tao-chung Yao,Yuehua Liu, Liangyan Ge , Nyan-ping Bi and Yaohua Shi. Integrated Chinese Level 1 Part 1: Audio CD. The Third Edition. Boston: Cheng & Tsui Company, 2009
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	Integrated Chinese Volume 1 Textbook: Simplified Chinese Edition
<b>Author</b>	Tao-chung Yao,Yuehua Liu, Liangyan Ge , Nyan- ping Bi and Yaohua Shi
<b>Publisher</b>	Boston: Cheng & Tsui Company
<b>Date/Edition</b>	2017/The Fourth Edition
<b>ISBN</b>	No value

<b>Title</b>	Integrated Chinese Volume 1 Workbook: Simplified Chinese Edition
<b>Author</b>	Tao-chung Yao,Yuehua Liu, Liangyan Ge , Nyan- ping Bi and Yaohua Shi
<b>Publisher</b>	Boston: Cheng & Tsui Company
<b>Date/Edition</b>	2017/The Fourth Edition
<b>ISBN</b>	No value

<b>Title</b>	Integrated Chinese Volume 1 Charater Workbook: Simplified and Traditional Chinese Edition
<b>Author</b>	Tao-chung Yao,Yuehua Liu, Liangyan Ge , Nyan- ping Bi and Yaohua Shi
<b>Publisher</b>	Boston: Cheng & Tsui Company
<b>Date/Edition</b>	2017/The Fourth Edition
<b>ISBN</b>	No value

Changed    Field

Current Version

Proposed Version

<b>Title</b>	Go Far with Chinese Level 1 Textbook (English and Chinese Edition)
<b>Author</b>	Cheng & .amp & Tsui
<b>Publisher</b>	Boston: Cheng & Tsui Company
<b>Date/Edition</b>	2020/The First Edition
<b>ISBN</b>	No value

<b>Title</b>	Go Far with Chinese Level 1 Workbook (English and Chinese Edition)
<b>Author</b>	Cheng & .amp & Tsui
<b>Publisher</b>	Boston: Cheng & Tsui Company
<b>Date/Edition</b>	2020/The First Edition
<b>ISBN</b>	No value





### Suggested Reading List

No value

**Reading List** Cheung, Hung-nin Samuel. A Practical Chinese Grammar. Hong Kong: The Chinese University Press, 1994

**May include, but are not limited to** No value

**Reading List** Kubler, Cornelius C. and Hsiaojung Sharon L. Chi. Read Chinese Signs. Boston: Cheng& Tsui Company, 1993

**May include, but are not limited to** No value

**Reading List** Manser, Martin H. Oxford Concise English-Chinese Chinese-English Dictionary. U.S.A.: Oxford University Press, 1999

**May include, but are not limited to** No value

**Reading List** Norman, Jerry. Chinese. Cambridge: Cambridge University Press, 1983

**May include, but are not limited to** No value

**Reading List** Spring, Madeline K. Making Connections: Enhance Your Listening Comprehension in Chinese: Traditional Character Edition. Boston: Cheng& Tsui Company, 2002

**May include, but are not limited to** No value

**Reading List** McNaughton, William and Li Ying. Reading and Writing Chinese: A Guide to a Chinese Writing System. Charles E. Tuttle Co., 1999

Changed Field

Current Version

Proposed Version

**May include, but are not limited to** No value

**Reading List** UV Pinyin Chart  
<http://www.uvm.edu/~chinese/pinyin.htm>

**May include, but are not limited to** No value

**Reading List** Pinyin Practice.Com  
<http://www.pinyinpractice.com>

**May include, but are not limited to** No value

**Reading List** Stroke Orders (traditional)  
<http://www.usc.edu/dept/ealc/chinese/character/>

**May include, but are not limited to** No value

**Reading List** IC vocabulary trainer  
<http://eastasia.hawaii.edu/yao/icfc/index.html>

**May include, but are not limited to** No value

**Reading List** Pinyin/Character/ English Text for IC(Part I, Level I) <http://www-rohan.sdsu.edu/dept/chinese/tools/>

**May include, but are not limited to** No value

**Reading List** IC Home from UH  
<http://eastasia.hawaii.edu/yao/icusers/Default.htm>

**May include, but are not limited to** No value

**Reading List** UC Berkeley's IC website  
<http://www.language.berkeley.edu/ic/>

**May include, but are not limited to** No value

**Reading List** IC Flashcards, Word Games and Test  
<http://quizlet.com/subject/integrated-chinese/>

**May include, but are not limited to** No value

**Reading List** On-line Dictionary <http://www.zhongwen.com>  
(traditional)

**May include, but are not limited to** No value

**Reading List** NJ Star <http://www.njstar.com>

**May include, but are not limited to** No value

**Reading List** Chinese Computing Help Desk  
<http://www.pinyinjoe.com/>

**May include, but are not limited to** No value

Changed	Field	Current Version	Proposed Version
		<b>Reading List</b> Learning Chinese Online <a href="http://www.csulb.edu/~txie/online1.htm">http://www.csulb.edu/~txie/online1.htm</a>	
		<b>May include, but are not limited to</b> No value	
		<b>Reading List</b> On-line dictionary (with sounds) <a href="http://www.writtenchinese.com">www.writtenchinese.com</a>	
		<b>May include, but are not limited to</b> No value	

Learning Outcomes			
Changed	Field	Current Version	Proposed Version
	<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of language as the primary expression of culture and a medium of communication</li> <li>• Recognize, construct, and formulate second quarter elementary-level functions of the Mandarin language</li> <li>• Demonstrate the ability to communicate in Mandarin using expanded listening, speaking, reading, and writing skills</li> <li>• Evaluate and examine historical and cultural developments in the different Mandarin-speaking countries and communities</li> <li>• Distinguish and analyze the linguistic features of the Mandarin-speaking countries and communities</li> <li>• Engage further in a critical analysis and comparison of the students' own values and cultural assumptions with those of the Mandarin-speaking countries and communities</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of language as the primary expression of culture and a medium of communication</li> <li>• Recognize, construct, and formulate second quarter elementary-level functions of the Mandarin language</li> <li>• Demonstrate the ability to communicate in Mandarin using expanded listening, speaking, reading, and writing skills</li> <li>• Evaluate and examine historical and cultural developments in the different Mandarin-speaking countries and communities</li> <li>• Distinguish and analyze the linguistic features of the Mandarin-speaking countries and communities</li> <li>• Engage further in a critical analysis and comparison of the students' own values and cultural assumptions with those of the Mandarin-speaking countries and communities</li> </ul>



## CSLOs

**CSLOs** Demonstrate a greater working command of essential vocabulary (recognize and reproduce a total of 300 Chinese characters) and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts such as visiting friends, making appointments, studying Chinese, preparing for a class, school life, shopping and transportation.

**Expected SLO Performance** 0.0

**CSLOs** Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.

**Expected SLO Performance** 0.0

**CSLOs** Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.

**Expected SLO Performance** 0.0

**CSLOs** Demonstrate a deeper grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).

**Expected SLO Performance** 0.0

**CSLOs** Recognize an expanded working command of essential vocabulary and the ability to recognize and reproduce a total of 300 Chinese characters. Utilize appropriate language structures to request and provide information, both orally and in writing, across a broader range of basic topics. Communicate effectively in high-frequency situations within familiar contexts, such as visiting friends, making appointments, studying Chinese, preparing for class, school life, shopping, and transportation.

**Expected SLO Performance** 0.0

**CSLOs** Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.

**Expected SLO Performance** 0.0

**CSLOs** Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.

**Expected SLO Performance** 0.0

**CSLOs** Demonstrate a deeper grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and comparing them to one's own cultures.

**Expected SLO Performance** 0.0

Course Outline

**Course Content**

- |  |  |  |
|--|--|--|
| <p>1. Demonstrate an understanding of language as the primary expression of culture and a medium of communication</p> <ol style="list-style-type: none"> <li>1. Recognize the patterns and connections between language, thinking patterns, and culture</li> <li>2. Identify the influence of history, geography, and political policies on the Mandarin language from a cultural perspective</li> <li>3. Examine how the Mandarin language has evolved and the changes in written systems: from traditional to simplified character</li> <li>4. Identify the cultural assumptions revealed by language (examples: greetings, complements)</li> </ol> <p>2. Recognize, construct, and formulate second quarter elementary-level functions of the Mandarin language</p> <ol style="list-style-type: none"> <li>1. Improve and demonstrate further the grammatical structures by recognizing, constructing and formulating from Mandarin 1</li> <li>2. Time-When Expressions</li> <li>3. Serial verbs/verbs phrases</li> <li>4. Double Objects</li> <li>5. Auxiliary verbs</li> <li>6. Comparative sentences</li> <li>7. Le</li> <li>8. Topic-Comment sentences</li> <li>9. Reduplication of adjectives</li> <li>10. Resultative complements</li> <li>11. Time-Duration Expressions</li> <li>12. Direction and location</li> </ol> <p>3. Demonstrate the ability to communicate in Mandarin using expanded listening, speaking, reading, and writing skills</p> <ol style="list-style-type: none"> <li>1. Formulate questions and answers about everyday situations</li> <li>2. Use native vocabulary and guess strategies for unknown vocabulary</li> <li>3. Formulate basic idiomatic speech patterns</li> <li>4. Demonstrate accurate pronunciation</li> <li>5. Develop reading strategies for simple authentic texts</li> <li>6. Demonstrate and develop writing skills within the framework of studied grammar and vocabulary from Mandarin 1</li> <li>7. Develop and practice accurate writing skills beginning with the system of romanization and mastering the skill of character writing and sentence building</li> </ol> <p>4. Evaluate and examine historical and cultural developments in the different</p> | <p>1. Demonstrate an understanding of language as the primary expression of culture and a medium of communication</p> <ol style="list-style-type: none"> <li>1. Recognize the patterns and connections between language, thinking patterns, and culture</li> <li>2. Identify the influence of history, geography, and political policies on the Mandarin language from a cultural perspective</li> <li>3. Examine how the Mandarin language has evolved and the changes in written systems: from traditional to simplified character</li> <li>4. Identify the cultural assumptions revealed by language (examples: greetings, complements)</li> </ol> <p>2. 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|--|--|--|

Changed	Field	Current Version	Proposed Version
		<p>Mandarin-speaking countries and communities</p> <ol style="list-style-type: none"> <li>1. Examine a broad outline of the history of China especially after 1949</li> <li>2. Evaluate the influence of the migration of different ethnicities within China and the immigration to other Asian countries and the United States</li> <li>3. Assess the importance of Mandarin from a regional perspective in East and Southeast Asia by learning about the different cultures in the regions such as Taiwan and Hong Kong</li> <li>4. Examine the linguistic enrichment as a result of increased interflow among China, Taiwan, Hong Kong and other Mandarin speaking communities in the world</li> </ol> <p>5. Distinguish and analyze the linguistic features of the Mandarin-speaking countries and communities</p> <ol style="list-style-type: none"> <li>1. Identify the importance and the different linguistic features of the Mandarin language in various Mandarin-speaking countries, regions and communities</li> <li>2. Analyze the impact of language adoptions and changes on Mandarin-speakers in the United States, China, Taiwan and other Mandarin-speaking regions and communities</li> </ol> <p>6. Engage further in a critical analysis and comparison of the students' own values and cultural assumptions with those of the Mandarin-speaking countries and communities</p> <ol style="list-style-type: none"> <li>1. Examine the cultural, traditional, and ethical values of the Mandarin-speaking countries and communities</li> <li>2. Evaluate the student's own values and cultural assumptions and contrast them with the traditional values of Mandarin-speaking countries</li> <li>3. Analyze the historical and traditional consequences of cultural assumptions in Mandarin-speaking countries and communities, specifically Mandarin-speaking people in the United States</li> </ol>	<p>Mandarin-speaking countries and communities</p> <ol style="list-style-type: none"> <li>1. Examine a broad outline of the history of China especially after 1949</li> <li>2. Evaluate the influence of the migration of different ethnicities within China and the immigration to other Asian countries and the United States</li> <li>3. Assess the importance of Mandarin from a regional perspective in East and Southeast Asia by learning about the different cultures in the regions such as Taiwan and Hong Kong</li> <li>4. Examine the linguistic enrichment as a result of increased interflow among China, Taiwan, Hong Kong and other Mandarin speaking communities in the world</li> </ol> <p>5. Distinguish and analyze the linguistic features of the Mandarin-speaking countries and communities</p> <ol style="list-style-type: none"> <li>1. Identify the importance and the different linguistic features of the Mandarin language in various Mandarin-speaking countries, regions and communities</li> <li>2. Analyze the impact of language adoptions and changes on Mandarin-speakers in the United States, China, Taiwan and other Mandarin-speaking regions and communities</li> </ol> <p>6. Engage further in a critical analysis and comparison of the students' own values and cultural assumptions with those of the Mandarin-speaking countries and communities</p> <ol style="list-style-type: none"> <li>1. Examine the cultural, traditional, and ethical values of the Mandarin-speaking countries and communities</li> <li>2. Evaluate the student's own values and cultural assumptions and contrast them with the traditional values of Mandarin-speaking countries</li> <li>3. Analyze the historical and traditional consequences of cultural assumptions in Mandarin-speaking countries and communities, specifically Mandarin-speaking people in the United States</li> </ol>
	Lab Component in this Course	No	No
	Lab Outline	No value	No value



## Blue Form

Changed	Questions	Current Version	Proposed Version
	<b>For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.</b>	No Value	No Value
	<b>1. Is the unit(s) change required for articulation?</b>	No Value	No Value
	<b>2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.</b>	No Value	No Value
	<b>3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.</b>	No Value	No Value
	<b>Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b>	No Value	No Value
	<b>Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Req/Adv			
Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	MAND D001. (equivalent to one year of high school Mandarin) or equivalent	MAND D001. (equivalent to one year of high school Mandarin) or equivalent
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<b>EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b>	No Value	No Value
	<b>Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.</b>	No Value	No Value
	<b>Objective 2: Compose essays drawn from personal experience and assigned texts.</b>	No Value	No Value
	<b>Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.</b>	No Value	No Value
	<b>Objective 4: Create syntactically varied sentences that are free of mechanical errors.</b>	No Value	No Value
	<b>Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.</b>	No Value	No Value

#### B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p><b>ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.</b></p> <p>If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
!	<b>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</b>	No Value	Methods of Evaluation F: Participation in communication and cultural activities in class will be evaluated on the basis of demonstrating a deeper grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).
!	<b>Objective 2: Develop analytical ideas and topics for essays.</b>	No Value	Outline F: Engage further in a critical analysis and comparison of the students' own values and cultural assumptions with those of the Mandarin-speaking countries and communities.
!	<b>Objective 3: Compose and support thesis statements for analytical essays.</b>	No Value	Outline D: Evaluate and examine historical and cultural developments in the different Mandarin-speaking countries and communities.
!	<b>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</b>	No Value	Outline F.2: Evaluate the student's own values and cultural assumptions and contrast them with the traditional values of Mandarin-speaking countries.
!	<b>Objective 5: Identify and practice writing for different audiences and purposes.</b>	No Value	Methods of Evaluation F: Participation in communication and cultural activities in class will be evaluated on the basis of demonstrating a deeper grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).
!	<b>Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.</b>	No Value	Methods of Evaluation E: Oral presentation on cultural topics will be evaluated on the basis of demonstrating a deeper grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).

Changed	Questions	Current Version	Proposed Version
❗	<b>Objective 7:</b> Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	Outline E.1: Identify the importance and the different linguistic features of the Mandarin language in various Mandarin-speaking countries, regions and communities.
❗	<b>Objective 8: Practice</b> composing organized, developed, analytical essays that increase in complexity.	No Value	Outline F.1: Examine the cultural, traditional, and ethical values of the Mandarin-speaking countries and communities.
❗	<b>Objective 9:</b> Demonstrate appropriate grammar usage and mechanics.	No Value	Outline F.2" Evaluate the student's own values and cultural assumptions and contrast them with the traditional values of Mandarin-speaking countries.

#### C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	<b>Objective 1: Create</b> compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 2:</b> Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	<b>Objective 3:</b> Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	<b>Objective 4:</b> Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	<b>Objective 5:</b> Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

#### D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<b>Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.</b>	No Value	No Value
	<b>Objective 2: Investigate the use of mathematics in real world.</b>	No Value	No Value
	<b>Objective 3: Explore functions.</b>	No Value	No Value
	<b>Objective 4: Develop linear function models.</b>	No Value	No Value
	<b>Objective 5: Use systems of two linear equations to solve real world problems.</b>	No Value	No Value
	<b>Objective 6: Use linear inequalities in one variable to solve real world problems.</b>	No Value	No Value
	<b>Objective 7: Examine exponential expressions and develop exponential function models.</b>	No Value	No Value
	<b>Objective 8: Examine logarithmic expressions and develop logarithmic function models.</b>	No Value	No Value
	<b>Objective 9: Develop quadratic function models to solve problems.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 10:</b> Investigate the characteristics of rational expressions.	No Value	No Value
	<b>Objective 11:</b> Develop skills to work with radical expressions.	No Value	No Value

#### E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<b>Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b>	No Value	No Value
	<b>Objective 1:</b> Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	<b>Objective 2:</b> Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value



Changed	Questions	Current Version	Proposed Version
	<b>Objective 3:</b> Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	<b>Objective 4:</b> Develop linear function models to solve problems.	No Value	No Value
	<b>Objective 5: Use</b> systems of two linear equations to solve real-world problems.	No Value	No Value
	<b>Objective 6:</b> Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	<b>Objective 7:</b> Develop quadratic function models to solve problems.	No Value	No Value
	<b>Objective 8: Use</b> inequalities to solve real world problems.	No Value	No Value
	<b>Objective 9:</b> Explore arithmetic sequences and series.	No Value	No Value
	<b>Objective 10:</b> Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

**F-Matrix Form**

Changed	Questions	Current Version	Proposed Version
	<b>Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b>	No Value	No Value
	<b>Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.</b>	No Value	No Value
	<b>Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.</b>	No Value	No Value
	<b>Objective 3: Apply the order of operations to evaluate signed numerical expressions.</b>	No Value	No Value
	<b>Objective 4: Solve problems involving operations with signed numbers.</b>	No Value	No Value
	<b>Objective 5: Explore the characteristics and properties of real numbers.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.</b>	No Value	No Value
	<b>Objective 7: Explore rates and ratios and use proportions to solve problems.</b>	No Value	No Value
	<b>Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.</b>	No Value	No Value
	<b>Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.</b>	No Value	No Value
	<b>Objective 10: Solve linear equations in one variable numerically and algebraically.</b>	No Value	No Value
	<b>Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.</b>	No Value	No Value
	<b>Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.</b>	No Value	No Value

## G-Matrix Form


Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.	No Value	No Value
	If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

## H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.</b>	No Value	No Value
	<b>Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.</b>	No Value	No Value
	<b>Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.</b>	No Value	No Value
	<b>Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.</b>	No Value	No Value

#### De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	<b>Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	Outline B.: Recognize, construct, and formulate second quarter elementary-level functions of the Mandarin language.

Changed	Questions	Current Version	Proposed Version
	<p><b>!</b> Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Methods of Evaluation C.: Mid-term Examination: This assessment fosters oral communication, written communication, and collaborative exercises. Students will complete an individual or group written and oral presentation, evaluated based on the correct use of vocabulary, listening comprehension skills, and effective communication.</p>
	<p><b>!</b> Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Outline D.: Evaluate and examine historical and cultural developments in the different Mandarin-speaking countries and communities.</p>
	<p><b>!</b> Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Outline F.1.: Examine the cultural, traditional, and ethical values of the Mandarin-speaking countries and communities.</p>

Changed	Questions	Current Version	Proposed Version
❗	<b>Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	Outline E.2.: Analyze the impact of language adoptions and changes on Mandarin-speakers in the United States, China, Taiwan and other Mandarin-speaking regions and communities.
❗	<b>Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	Methods of Evaluation E.: Oral presentation on cultural topics will be evaluated on the basis of demonstrating a deeper grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).

Comments			
Changed	Questions	Current Version	Proposed Version
	<b>Stage 2: Department Chair</b>	No Value	No Value
	<b>Stage 3: Division Curriculum Representative</b>	No Value	No Value
	<b>Stage 4: Division Dean</b>	No Value	No Value



Stage 5: SLO  
Coordinator

No Value

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
1/24/2925	Learning	CSLO's	Required	CSLO 1 "Demonstrate a greater working command of essential vocabulary recognize and reproduce a total of 300 Chinese characters and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts such as visiting friends, making appointments, studying Chinese, preparing for a class, school life, shopping and transportation." Run on sentence. Suggest new sentence begins with the word "recognize".	Y

Stage 7: Content  
Review Matrix  
Liaison

No Value

No Value



Changed	Questions	Current Version	Proposed Version				
!	Stage 8: Dean of Online Learning	No Value					Initiator - Indicate "Y" When Completed
			Date	Name - Role OR Part - Field Tab	Type of Edit	Edit	
						-Please adjust percentages of hybrid face-to-face. It cannot be 100% otherwise it would not be a Hybrid course (suggestion 50% to 90%) -Please adjust the explanation of the form to match the correct percentages. -Please clarify the acronyms "ACT" and "DDS" on question #12 of the form. Most likely, only DSPS will be a resource.	
				Basic Information - Gabriela Proposal Nocito on Details –			
			2/10/25	behalf of Attachments: Required on question 6 Y			
				COOL Hybrid Members Course Delivery Request			
	Stage 9: Articulation Officer	No Value	No Value				
	Stage 10: De Anza General Education	No Value	No Value				
	Stage 13: Curriculum Committee	No Value	No Value				

CO							
Changed	Questions	Current Version	Proposed Version				
	Sort ID (00 < 10; 0 < 100)	MAND 002	MAND 002				
	Course Status	Non-substantial	Non-substantial				

Changed	Questions	Current Version	Proposed Version
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	05/01/2018	05/01/2018
	Curriculum Office Notes	<ul style="list-style-type: none"> <li>Hybrid request effect. Wtr. 19 -mkct</li> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> <li>Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc</li> </ul>	<ul style="list-style-type: none"> <li>Hybrid request effect. Wtr. 19 -mkct</li> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> <li>Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc</li> </ul>

Course Administration Codes		
Articulation occurs after course approval. The following fields will not show a Proposed Version.		
Changed	Field	Current Version
	Curriculum ID	MANDD002.
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000130763

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	


Summary of Changes



Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes	CSLOs
B-Matrix Form	<u>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</u>
B-Matrix Form	Objective 2: Develop analytical ideas and topics for essays.
B-Matrix Form	Objective 3: Compose and support thesis statements for analytical essays.
B-Matrix Form	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.
B-Matrix Form	Objective 5: Identify and practice writing for different audiences and purposes.
B-Matrix Form	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.
B-Matrix Form	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.
B-Matrix Form	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.
B-Matrix Form	Objective 9: Demonstrate appropriate grammar usage and mechanics.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Section	Changed field
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Comments	Stage 5: SLO Coordinator
Comments	Stage 8: Dean of Online Learning

## General Information

Changed	Field	Current Version	Proposed Version
!	Faculty Initiator	• Mi Chang	• Huafu Liu
	Course ID (CB01A and CB01B)	MANDD003.	MANDD003.
	Course Control Number	CCC000199255	CCC000199255
	Course Title (CB02)	Elementary Mandarin (Third Quarter)	Elementary Mandarin (Third Quarter)
	Short Course Title	ELEMEN MANDARIN (3RD QTR)	ELEMEN MANDARIN (3RD QTR)
	TOP Code (CB03)	1107.00	1107.00 Chinese
	CIP Code	Chinese Language and Literature	16.0301 Chinese Language and Literature
	Department	MAND - Mandarin	MAND - Mandarin
!	Effective Term	Fall 2025	Fall <del>2025</del> <u>2026</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational

Changed	Field	Current Version	Proposed Version
	<b>Course Description</b>	Further development of material presented in MAND 1 and MAND 2. Completion of introduction to the language and cultures of Mandarin-speaking countries and communities. Basic speaking, listening, reading, and writing of Mandarin will be further introduced and practiced within a cultural framework. Mandarin will be the primary language of instruction. Emphasis will be on language as an expression of culture and a medium of communication.	Further development of material presented in MAND 1 and MAND 2. Completion of introduction to the language and cultures of Mandarin-speaking countries and communities. Basic speaking, listening, reading, and writing of Mandarin will be further introduced and practiced within a cultural framework. Mandarin will be the primary language of instruction. Emphasis will be on language as an expression of culture and a medium of communication.
	<b>Course Type (CB27)</b>	<ul style="list-style-type: none"> <li>Lower Division</li> </ul>	<ul style="list-style-type: none"> <li>Lower Division</li> </ul>
	<b>Mode of Delivery</b>	<ul style="list-style-type: none"> <li>Hybrid</li> </ul>	<ul style="list-style-type: none"> <li>Online</li> <li>Hybrid</li> </ul>

Faculty Requirements			
Changed	Field	Current Version	Proposed Version
	<b>Discipline 1</b>	No value	<ul style="list-style-type: none"> <li>Foreign Languages</li> </ul>
	<b>Discipline 2</b>	No value	No value
	<b>Discipline 3</b>	No value	No value
	<b>FSA</b>	No value	<ul style="list-style-type: none"> <li>FHDA FSA - MANDARIN</li> </ul>

Formerly Statement			
Changed	Field	Current Version	Proposed Version
	<b>Formerly Statement</b>	No value	

Course Justification			
Changed	Field	Current Version	Proposed Version
	<b>Course Justification</b>	This course meets a general education requirement for De Anza and Cal-GETC. It belongs to the Certificate of Achievement in Mandarin. It is UC and CSU transferable. It is the third quarter high-beginner level functions of Mandarin Language. Emphasis is on language as an expression of culture and a medium of communication.	This course meets a general education requirement for De Anza and Cal-GETC. It belongs to the Certificate of Achievement in Mandarin. It is UC and CSU transferable. It is the third quarter high-beginner level functions of Mandarin Language. Emphasis is on language as an expression of culture and a medium of communication.

### Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

### Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

### CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No	No

### Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	No	No

### Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No	No

### Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No	No

### Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	<b>Foothill Faculty Consultation Name</b>	No value	
	<b>Foothill Course ID</b>	No value	
	<b>Does the course have a Foothill equivalent?</b>	No	No

### More Options

Changed	Field	Current Version	Proposed Version
	<b>Basic Skill Status (CB08)</b>	Course is not a basic skills course.	Course is not a basic skills course.
	<b>Course Prior To College Level</b>	Not applicable.	Not applicable.
	<b>Course Special Class Status (CB13)</b>	Course is not a special class.	Course is not a special class.
	<b>Course Support Status (CB26)</b>	Course is not a support course	Course is not a support course
	<b>Repeat Limit</b>	0	0
	<b>Grade Options</b>	<ul style="list-style-type: none"><li>Letter Grade</li><li>Pass/No Pass</li></ul>	<ul style="list-style-type: none"><li>Letter Grade</li><li>Pass/No Pass</li></ul>
	<b>Allow Students to Gain Credit by Exam/Challenge</b>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Repeatability Statement</b>	No value	

### UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	<b>If yes, identify the lower-division UC course and campus.</b>	No value	



Changed	Field	Current Version	Proposed Version
	Will the course fulfill a UC/CSU lower-division major requirement?	No	No
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	Yes	Yes

#### Associated Programs

Course is part of  
a program

**Associated Program** Asian American Studies

**Award Type** Certificate of Achievement (COA)

**Associated Program** Asian American Studies

**Award Type** Certificate of Achievement (COA)

**Associated Program** Asian American Studies (In Development)

**Award Type** Certificate of Achievement (COA)

**Associated Program** Asian American Studies (In Development)

**Award Type** Certificate of Achievement (COA)

**Associated Program** CSU GE

**Award Type** Certificate of Achievement-Advanced (COA-A)

**Associated Program** CSU GE

**Award Type** Certificate of Achievement-Advanced (COA-A)

**Associated Program** Global Studies

**Award Type** Associate in Arts (A.A.) Degree

**Associated Program** Global Studies

**Award Type** Associate in Arts (A.A.) Degree

**Associated Program** Global Studies

**Award Type** Certificate of Achievement-Advanced (COA-A)

**Associated Program** Global Studies

**Award Type** Certificate of Achievement-Advanced (COA-A)

**Associated Program** Global Studies (In Development)

**Award Type** Associate in Arts (A.A.) Degree

**Associated Program** Global Studies (In Development)

**Award Type** Associate in Arts (A.A.) Degree

**Associated Program** IGETC

**Award Type** Certificate of Achievement-Advanced (COA-A)

**Associated Program** IGETC

**Award Type** Certificate of Achievement-Advanced (COA-A)

**Associated Program** Liberal Arts (Arts and Letters Emphasis)

**Award Type** Associate in Arts (A.A.) Degree

**Associated Program** Liberal Arts (Arts and Letters Emphasis)

**Award Type** Associate in Arts (A.A.) Degree

**Associated Program** Liberal Arts (Arts and Letters Emphasis) (In Development)

**Associated Program** Liberal Arts (Arts and Letters Emphasis) (In Development)

Changed Field

Current Version

Proposed Version

**Award Type** Associate in Arts (A.A.) Degree

**Associated Program** Mandarin Language and Culture

**Award Type** Certificate of Achievement (COA)

**Associated Program** Mandarin Language and Culture

**Award Type** Certificate of Achievement-Advanced (COA-A)

**Associated Program** Mandarin Language and Culture (In Development)

**Award Type** Associate in Arts (A.A.) Degree

**Associated Program** Mandarin Language and Culture (In Development)

**Award Type** Certificate of Achievement-Advanced (COA-A)

**Associated Program** Mandarin Language and Culture (In Development)

**Award Type** Certificate of Achievement (COA)

**Associated Program** World Languages and Culture

**Award Type** Certificate of Achievement-Advanced (COA-A)

**Associated Program** World Languages and Culture (In Development)

**Award Type** Certificate of Achievement-Advanced (COA-A)

**Award Type** Associate in Arts (A.A.) Degree

**Associated Program** Mandarin Language and Culture

**Award Type** Certificate of Achievement (COA)

**Associated Program** Mandarin Language and Culture

**Award Type** Certificate of Achievement-Advanced (COA-A)

**Associated Program** Mandarin Language and Culture (In Development)

**Award Type** Associate in Arts (A.A.) Degree

**Associated Program** Mandarin Language and Culture (In Development)

**Award Type** Certificate of Achievement-Advanced (COA-A)

**Associated Program** Mandarin Language and Culture (In Development)

**Award Type** Certificate of Achievement (COA)

**Associated Program** World Languages and Culture

**Award Type** Certificate of Achievement-Advanced (COA-A)

**Associated Program** World Languages and Culture (In Development)

**Award Type** Certificate of Achievement-Advanced (COA-A)

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version												
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU												
	Course General Education Status (CB25)	Y	Y												
	Transfer Status	Approved	Approved												
	GE Information	<table><tr><td>System/Institution</td><td>Cal-GETC</td></tr><tr><td>Area(s)</td><td>• CA3B - Approved.</td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	Cal-GETC	Area(s)	• CA3B - Approved.	-	No value	<table><tr><td>System/Institution</td><td>Cal-GETC</td></tr><tr><td>Area(s)</td><td>• CA3B - Approved.</td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	Cal-GETC	Area(s)	• CA3B - Approved.	-	No value
System/Institution	Cal-GETC														
Area(s)	• CA3B - Approved.														
-	No value														
System/Institution	Cal-GETC														
Area(s)	• CA3B - Approved.														
-	No value														
		<table><tr><td>System/Institution</td><td>De Anza GE</td></tr><tr><td>Area(s)</td><td>• 2G3X - Approved.</td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	De Anza GE	Area(s)	• 2G3X - Approved.	-	No value	<table><tr><td>System/Institution</td><td>De Anza GE</td></tr><tr><td>Area(s)</td><td>• 2G3X - Approved.</td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	De Anza GE	Area(s)	• 2G3X - Approved.	-	No value
System/Institution	De Anza GE														
Area(s)	• 2G3X - Approved.														
-	No value														
System/Institution	De Anza GE														
Area(s)	• 2G3X - Approved.														
-	No value														

#### Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	<b>Lecture Hours - In Class</b>	5	5
	<b>Lecture Hours - Out of Class</b>	10	10
	<b>Laboratory Hours - In Class</b>	0	0
	<b>Laboratory Hours - Out of Class</b>	0	0
	<b>NA Hours - In Class</b>	0	0
	<b>NA Hours - Out of Class</b>	0	0

#### Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	<b>Course Duration (Weeks)</b>	12	12

Changed	Field	Current Version	Proposed Version
	Hours per unit divisor	36	36
	Total Student Learning Hours	180	180
	Lecture Hours - Course In-Class (Contact) per Term	60	60
	Lecture Hours - Course Out-of-Class per Term	120	120
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	60	60
	Total - Course Out-of-Class Hours	120	120
	Total Credit Units - Minimum Credit Units	5	5
	Total Credit Units - Maximum Credit Units	5	5

Speciality Hours			
Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options			

Changed	Field	Current Version	Proposed Version
	<b>COURSE CLASSIFICATION STATUS</b>	Credit Course.	Credit Course.
	<b>Course Credit Status (CB04)</b>	Credit - Degree Applicable	Credit - Degree Applicable
	<b>Course Non Credit Category (CB22)</b>	Credit Course.	Credit Course.
	<b>Funding Agency Category (CB23)</b>	Not Applicable.	Not Applicable.
	<b>Cooperative Work Experience Education Status (CB10)</b>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Variable Credit Course</b>	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units			
Changed	Field	Current Version	Proposed Version
	<b>Course Duration (Weeks)</b>	12	12
	<b>Total Lecture Hours per Term</b>	180	180
	<b>Total Laboratory Hours per Term</b>	-	0
	<b>Total Contact Hours per Term</b>	-	0
	<b>Total Credit Units</b>	5	5
	<b>Minimum Credit Units</b>	5	5
	<b>Maximum Credit Units</b>	5	5

SKIP			
Changed	Field	Current Version	Proposed Version
	<b>SKIP</b>	No Value	No Value

Specifications			



## Methods of Instruction

### Methods of Instruction

#### Methods of Instruction

Lecture and visual aids  
Discussion of assigned reading  
Discussion and problem solving performed in class  
In-class exploration of Internet sites  
Quiz and examination review performed in class  
Homework and extended projects  
Field observation and field trips  
Collaborative learning and small group exercises

### Methods of Instruction

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Quiz and examination review performed in class  
Homework and extended projects  
Field observation and field trips  
Collaborative learning and small group exercises



## Assignments

1. Textbook readings that demonstrate the correct use of the third quarter elementary-level language functions
2. The textbook and workbook exercises that reinforce the correct use of written and spoken Mandarin of the third quarter elementary-level language functions
3. CDs, DVDs and the internet exercises that reinforce listening and writing skills
4. Computer program and online exercises that reinforce skills of the third quarter elementary-level for reading, writing, speaking and listening
5. Writing assignments that demonstrate the correct use of the third quarter elementary-level written language functions
6. Oral presentations that demonstrate the correct use of the third quarter elementary-level oral language functions
7. Culture learning includes audio-video and online assignments as well as in-class oral presentations

1. Textbook readings that demonstrate the correct use of the third quarter elementary-level language functions
2. The textbook and workbook exercises that reinforce the correct use of written and spoken Mandarin of the third quarter elementary-level language functions
3. Online medias and the internet exercises that reinforce listening and writing skills
4. Computer program and online exercises that reinforce skills of the third quarter elementary-level for reading, writing, speaking and listening
5. Writing assignments that demonstrate the correct use of the third quarter elementary-level written language functions
6. Oral presentations that demonstrate the correct use of the third quarter elementary-level oral language functions
7. Culture learning includes audio-video and online assignments as well as in-class oral presentations



**Methods of Evaluation**

**Methods of Evaluation**

**Methods of Evaluation**

1. Homework assignments (Textbook and Workbook exercises and other resources) will be evaluated on the basis of correct usage of language functions and studies in each lesson.
2. Oral and written chapter tests will be evaluated on the basis of composing comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.
3. Mid-term examination: an individual written and oral presentation will be evaluated on the basis of the correct usage of the vocabulary and the listening comprehension skills and communication correspondence.
4. Final examination: an individual written and oral presentation or a group oral presentation or an interview with the instructor will be evaluated on the basis of producing comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.
5. Oral presentation on cultural topics will be evaluated on the basis of demonstrating an increasingly accurate grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).
6. Participation in communication and cultural activities in class will be evaluated on the basis of demonstrating an increasingly accurate grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).

**Methods of Evaluation**

Methods of Evaluation



Changed	Field	Current Version	Proposed Version
			<p><b>Methods of Evaluation</b></p> <ol style="list-style-type: none"> <li>1. Homework assignments (Textbook and Workbook exercises and other resources) will be evaluated on the basis of correct usage of language functions and studies in each lesson.</li> <li>2. Oral and written chapter tests will be evaluated on the basis of composing comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.</li> <li>3. Mid-term examination: an individual and a group written and oral presentation will be evaluated on the basis of the correct usage of the vocabulary and the listening comprehension skills and communication correspondence.</li> <li>4. Final examination: an individual and a group written and oral presentation or a group oral presentation or an interview with the instructor will be evaluated on the basis of producing comprehensible,</li> </ol>

Changed	Field	Current Version	Proposed Version
			<p>more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.</p> <p>5. Oral presentation on cultural topics will be evaluated on the basis of demonstrating an increasingly accurate grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).</p> <p>6. Participation in communication and cultural activities in class will be evaluated on the basis of demonstrating an increasingly accurate grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).</p>
	<b>Essential Student Materials/Essential College Facilities</b>	<b>Essential Student Materials:</b> <ul style="list-style-type: none"> <li>• None.</li> </ul> <b>Essential College Facilities:</b> <ul style="list-style-type: none"> <li>• None.</li> </ul>	<b>Essential Student Materials:</b> <ul style="list-style-type: none"> <li>• None</li> </ul> <b>Essential College Facilities:</b> <ul style="list-style-type: none"> <li>• None</li> </ul>



### Examples of Primary Texts and References

<b>Title</b>	No value
<b>Author</b>	Tao-chung Yao, Yuehua Liu, Liangyan Ge, Nyan-ping Bi and Yaohua Shi. Integrated Chinese Volume 2 Textbook: Simplified Chinese Edition. The Fourth Edition. Boston: Cheng & Tsui Company, 2017
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Tao-chung Yao, Yuehua Liu, Liangyan Ge, Nyan-ping Bi and Yaohua Shi. Integrated Chinese Volume 2 Workbook: Simplified Chinese Edition. The Fourth Edition. Boston: Cheng & Tsui Company, 2017
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Tao-chung Yao, Yuehua Liu, Liangyan Ge, Nyan-ping Bi and Yaohua Shi. Integrated Chinese Volume 2 Character Workbook: Simplified and Traditional Edition. The Fourth Edition. Boston: Cheng & Tsui Company, 2017
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Tao-chung Yao, Yuehua Liu, Liangyan Ge, Nyan-ping Bi and Yaohua Shi. Integrated Chinese Level 1 Part 2: Audio CD. The Third Edition. Boston: Cheng & Tsui Company, 2009
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	Integrated Chinese Volume 2 Textbook: Simplified Chinese Edition
<b>Author</b>	Tao-chung Yao, Yuehua Liu, Liangyan Ge, Nyan-ping Bi and Yaohua Shi
<b>Publisher</b>	Boston: Cheng & Tsui Company
<b>Date/Edition</b>	2017/The Fourth Edition
<b>ISBN</b>	No value

<b>Title</b>	Integrated Chinese Volume 2 Workbook: Simplified Chinese Edition
<b>Author</b>	Tao-chung Yao, Yuehua Liu, Liangyan Ge, Nyan-ping Bi and Yaohua Shi
<b>Publisher</b>	Boston: Cheng & Tsui Company
<b>Date/Edition</b>	2017/The Fourth Edition
<b>ISBN</b>	No value

<b>Title</b>	Integrated Chinese Volume 2 Character Workbook: Simplified and Traditional Chinese Edition
<b>Author</b>	Tao-chung Yao, Yuehua Liu, Liangyan Ge, Nyan-ping Bi and Yaohua Shi
<b>Publisher</b>	Boston: Cheng & Tsui Company
<b>Date/Edition</b>	2017/The Fourth Edition
<b>ISBN</b>	No value

[illegible]



### Suggested Reading List

No value

**Reading List** Cheung, Hung-nin Samuel. A Practical Chinese Grammar. Hong Kong: The Chinese University Press, 1994

**May include, but are not limited to** No value

**Reading List** Kubler, Cornelius C. and Hsiaojung Sharon L. Chi. Read Chinese Signs. Boston: Cheng & Tsui Company, 1993

**May include, but are not limited to** No value

**Reading List** McNaughton, William and Li Ying. Reading and Writing Chinese: A Guide to a Chinese Writing System. Charles E. Tuttle Co., 1999

**May include, but are not limited to** No value

**Reading List** Norman, Jerry. Chinese. Cambridge: Cambridge University Press, 1983

**May include, but are not limited to** No value

**Reading List** Spring, Madeline K. Making Connections: Enhance Your Listening Comprehension in Chinese: Traditional Character Edition. Boston: Cheng& Tsui Company, 2002

**May include, but are not limited to** No value

**Reading List** Manser, Martin H. Oxford Concise English-Chinese Chinese-English Dictionary. U.S.A.: Oxford University Press, 1999

Changed Field

Current Version

Proposed Version

**May include, but are not limited to** No value

**Reading List** UV Pinyin Chart  
<http://www.uvm.edu/~chinese/pinyin.htm>

**May include, but are not limited to** No value

**Reading List** Pinyin Practice.Com  
<http://www.pinyinpractice.com>

**May include, but are not limited to** No value

**Reading List** Stroke Orders (traditional)  
<http://www.usc.edu/dept/ealc/chinese/character/>

**May include, but are not limited to** No value

**Reading List** IC vocabulary trainer  
<http://eastasia.hawaii.edu/yao/icfc/index.html>

**May include, but are not limited to** No value

**Reading List** Pinyin/Character/ English Text for IC(Part I, Level II) <http://www-rohan.sdsu.edu/dept/chinese/tools/>

**May include, but are not limited to** No value

**Reading List** IC Home from UH  
<http://eastasia.hawaii.edu/yao/icusers/Default.htm>

**May** No value  
**include,**  
**but are**  
**not**  
**limited**  
**to**

**Reading** UC Berkeley's IC website  
**List** <http://www.language.berkeley.edu/ic/>

**May** No value  
**include,**  
**but are**  
**not**  
**limited to**

**Reading** IC Flashcards, Word Games and Test  
**List** <http://quizlet.com/subject/integrated-chinese/>

**May** No value  
**include,**  
**but are**  
**not**  
**limited to**

**Reading** NJ Star <http://www.njstar.com>  
**List**

**May** No value  
**include,**  
**but are**  
**not**  
**limited to**

**Reading** Chinese Computing Help Desk  
**List** <http://www.pinyinjoe.com/>

**May** No value  
**include,**  
**but are**  
**not**  
**limited to**

**Reading** Learning Chinese Online  
**List** <http://www.csulb.edu/~txie/online1.htm>

**May** No value  
**include,**  
**but are**  
**not**  
**limited to**

**Reading** On-line dictionary (with sounds)  
**List** [www.writtenchinese.com](http://www.writtenchinese.com)

Changed	Field	Current Version	Proposed Version
		<b>May include, but are not limited to</b> No value	
		<b>Reading List</b> Video clips of survival Chinese <a href="http://personal.kenyon.edu/bai/vcsc.htm">http://personal.kenyon.edu/bai/vcsc.htm</a>	
		<b>May include, but are not limited to</b> No value	
		<b>Reading List</b> Reading Exercises from Rutgers University <a href="http://chinese.rutgers.edu/content_e.htm">http://chinese.rutgers.edu/content_e.htm</a>	
		<b>May include, but are not limited to</b> No value	

Learning Outcomes			
Changed	Field	Current Version	Proposed Version
	<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• Demonstrate further an understanding of language as the primary expression of culture and a medium of communication</li> <li>• Recognize, construct, and formulate third quarter elementary-level functions of the Mandarin language</li> <li>• Demonstrate the ability to communicate in Mandarin using further expanded listening, speaking, reading, and writing skills</li> <li>• Examine further historical and cultural developments in the different Mandarin-speaking countries and communities</li> <li>• Distinguish, identify and appraise further the linguistic features of the Mandarin-speaking countries and communities</li> <li>• Practice and engage further in critical analysis and comparison of the student's own values and cultural assumptions with those of the Mandarin-speaking countries and communities</li> <li>• Examine the traditions and social practices in different settings and geographical regions of the Mandarin-speaking people</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate further an understanding of language as the primary expression of culture and a medium of communication</li> <li>• Recognize, construct, and formulate third quarter elementary-level functions of the Mandarin language</li> <li>• Demonstrate the ability to communicate in Mandarin using further expanded listening, speaking, reading, and writing skills</li> <li>• Examine further historical and cultural developments in the different Mandarin-speaking countries and communities</li> <li>• Distinguish, identify and appraise further the linguistic features of the Mandarin-speaking countries and communities</li> <li>• Practice and engage further in critical analysis and comparison of the student's own values and cultural assumptions with those of the Mandarin-speaking countries and communities</li> <li>• Examine the traditions and social practices in different settings and geographical regions of the Mandarin-speaking people</li> </ul>





CSLOs

**CSLOs** Demonstrate a somewhat consistent working command of essential vocabulary (recognize and reproduce at least 450 Chinese characters) and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts such as talking about weather, dining, asking directions, birthday party and seeing a doctor.

**Expected SLO Performance** 0.0

**CSLOs** Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.

**Expected SLO Performance** 0.0

**CSLOs** Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.

**Expected SLO Performance** 0.0

**CSLOs** Demonstrate an increasingly accurate grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).

**Expected SLO Performance** 0.0

**CSLOs** Recognize and develop a somewhat consistent working command of essential vocabulary. Demonstrate the ability to recognize and reproduce at least 450 Chinese characters. Use language structures necessary to request and provide, both orally and in writing, a more complex and abstract range of information. Communicate effectively in high-frequency situations within familiar contexts, such as discussing the weather, dining, asking for directions, attending a birthday party, and seeing a doctor.

**Expected SLO Performance** 0.0

**CSLOs** Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.

**Expected SLO Performance** 0.0

**CSLOs** Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.

**Expected SLO Performance** 0.0

**CSLOs** Demonstrate an increasingly accurate grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and comparing them to one's own cultures.

**Expected SLO Performance** 0.0

Changed	Field	Current Version	Proposed Version
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Course Outline

**Course Content**

- |   |   |   |
|---|---|---|
| <p>1. Demonstrate further an understanding of language as the primary expression of culture and a medium of communication</p> <ol style="list-style-type: none"> <li>1. Recognize the patterns and connections between language, thinking patterns, and culture</li> <li>2. Identify the influence of history, geography, and political policies on the Mandarin language from a cultural perspective</li> <li>3. Examine and understand how the Mandarin language has evolved, the changes in written systems, and the trend of recognition both tradition and simplified forms</li> <li>4. Identify further the importance of cultural and social assumptions revealed in language (examples: greetings, complements, direction and flow of descriptions)</li> </ol> <p>2. Recognize, construct, and formulate third quarter elementary-level functions of the Mandarin language</p> <ol style="list-style-type: none"> <li>1. Improve and demonstrate further the grammatical structures by recognizing, constructing and formulating from Mandarin 1 and Mandarin 2</li> <li>2. Action in progress</li> <li>3. Verbal phrases and subject-predicate phrases as attributives</li> <li>4. Measurement of action</li> <li>5. Directional compliments</li> <li>6. Potential complements</li> <li>7. Reduplication of verbs</li> <li>8. Directional compliments indication result</li> <li>9. Interrogative pronouns as references</li> <li>10. Terms of address for relatives</li> <li>11. Existential sentences</li> </ol> <p>3. Demonstrate the ability to communicate in Mandarin using further expanded listening, speaking, reading, and writing skills</p> <ol style="list-style-type: none"> <li>1. Formulate questions and answers about everyday situations</li> <li>2. Use correct vocabulary and guess strategies for unknown vocabulary and sentence structure</li> <li>3. Formulate idiomatic speech patterns</li> <li>4. Demonstrate accurate pronunciation</li> <li>5. Develop reading strategies for simple authentic texts</li> <li>6. Demonstrate and develop writing skills within the framework of studied grammar and vocabulary learned from Mandarin 1 and Mandarin 2</li> <li>7. Develop and practice accurate writing skills beginning with</li> </ol> | <p>1. Demonstrate further an understanding of language as the primary expression of culture and a medium of communication</p> <ol style="list-style-type: none"> <li>1. Recognize the patterns and connections between language, thinking patterns, and culture</li> <li>2. Identify the influence of history, geography, and political policies on the Mandarin language from a cultural perspective</li> <li>3. Examine and understand how the Mandarin language has evolved, the changes in written systems, and the trend of recognition both tradition and simplified forms</li> <li>4. Identify further the importance of cultural and social assumptions revealed in language (examples: greetings, complements, direction and flow of descriptions)</li> </ol> <p>2. Recognize, construct, and formulate third quarter elementary-level functions of the Mandarin language</p> <ol style="list-style-type: none"> <li>1. Improve and demonstrate further the grammatical structures by recognizing, constructing and formulating from Mandarin 1 and Mandarin 2</li> <li>2. Action in progress</li> <li>3. Verbal phrases and subject-predicate phrases as attributives</li> <li>4. Measurement of action</li> <li>5. Directional compliments</li> <li>6. Potential complements</li> <li>7. Reduplication of verbs</li> <li>8. Directional compliments indication result</li> <li>9. Interrogative pronouns as references</li> <li>10. Terms of address for relatives</li> <li>11. Existential sentences</li> </ol> <p>3. Demonstrate the ability to communicate in Mandarin using further expanded listening, speaking, reading, and writing skills</p> <ol style="list-style-type: none"> <li>1. Formulate questions and answers about everyday situations</li> <li>2. Use correct vocabulary and guess strategies for unknown vocabulary and sentence structure</li> <li>3. Formulate idiomatic speech patterns</li> <li>4. Demonstrate accurate pronunciation</li> <li>5. Develop reading strategies for simple authentic texts</li> <li>6. Demonstrate and develop writing skills within the framework of studied grammar and vocabulary learned from Mandarin 1 and Mandarin 2</li> <li>7. Develop and practice accurate writing skills beginning with</li> </ol> | <p>1. Demonstrate further an understanding of language as the primary expression of culture and a medium of communication</p> <ol style="list-style-type: none"> <li>1. Recognize the patterns and connections between language, thinking patterns, and culture</li> <li>2. Identify the influence of history, geography, and political policies on the Mandarin language from a cultural perspective</li> <li>3. Examine and understand how the Mandarin language has evolved, the changes in written systems, and the trend of recognition both tradition and simplified forms</li> <li>4. Identify further the importance of cultural and social assumptions revealed in language (examples: greetings, complements, direction and flow of descriptions)</li> </ol> <p>2. Recognize, construct, and formulate third quarter elementary-level functions of the Mandarin language</p> <ol style="list-style-type: none"> <li>1. Improve and demonstrate further the grammatical structures by recognizing, constructing and formulating from Mandarin 1 and Mandarin 2</li> <li>2. Action in progress</li> <li>3. Verbal phrases and subject-predicate phrases as attributives</li> <li>4. Measurement of action</li> <li>5. Directional compliments</li> <li>6. Potential complements</li> <li>7. Reduplication of verbs</li> <li>8. Directional compliments indication result</li> <li>9. Interrogative pronouns as references</li> <li>10. Terms of address for relatives</li> <li>11. Existential sentences</li> </ol> <p>3. Demonstrate the ability to communicate in Mandarin using further expanded listening, speaking, reading, and writing skills</p> <ol style="list-style-type: none"> <li>1. Formulate questions and answers about everyday situations</li> <li>2. Use correct vocabulary and guess strategies for unknown vocabulary and sentence structure</li> <li>3. Formulate idiomatic speech patterns</li> <li>4. Demonstrate accurate pronunciation</li> <li>5. Develop reading strategies for simple authentic texts</li> <li>6. Demonstrate and develop writing skills within the framework of studied grammar and vocabulary learned from Mandarin 1 and Mandarin 2</li> <li>7. Develop and practice accurate writing skills beginning with</li> </ol> |
|---|---|---|

- | Changed Field | Current Version  | Proposed Version   |
|---------------|--|--|
|               | character writing, sentence building to paragraph formation  | character writing, sentence building to paragraph formation  |
|               | 4. Examine further historical and cultural developments in the different Mandarin-speaking countries and communities   | 4. Examine further historical and cultural developments in the different Mandarin-speaking countries and communities   |
|               | 1. Analyze broad outline of the history of China especially after 1949   | 1. Analyze broad outline of the history of China especially after 1949   |
|               | 2. Evaluate the influence of the migration of different ethnicities within China and the immigration to other Asian countries and the United States  | 2. Evaluate the influence of the migration of different ethnicities within China and the immigration to other Asian countries and the United States  |
|               | 3. Assess the importance of Mandarin from regional and economical perspectives in East and Southeast Asia by learning about the different cultures and practices in the regions and cities such as Taiwan, Hong Kong, Beijing, Shanghai and Taipei | 3. Assess the importance of Mandarin from regional and economical perspectives in East and Southeast Asia by learning about the different cultures and practices in the regions and cities such as Taiwan, Hong Kong, Beijing, Shanghai and Taipei |
|               | 4. Examine further the linguistic enrichment as a result of increased interflow among China, Taiwan, Hong Kong and other Mandarin speaking communities in the world  | 4. Examine further the linguistic enrichment as a result of increased interflow among China, Taiwan, Hong Kong and other Mandarin speaking communities in the world  |
|               | 5. Distinguish, identify and appraise further the linguistic features of the Mandarin-speaking countries and communities   | 5. Distinguish, identify and appraise further the linguistic features of the Mandarin-speaking countries and communities   |
|               | 1. Identify the importance and the different linguistic features of the Mandarin language in various Mandarin-speaking countries and communities   | 1. Identify the importance and the different linguistic features of the Mandarin language in various Mandarin-speaking countries and communities   |
|               | 2. Assess the impact of language adoptions and changes on Mandarin-speakers in the United States, China, Taiwan and other Mandarin-speaking regions and communities  | 2. Assess the impact of language adoptions and changes on Mandarin-speakers in the United States, China, Taiwan and other Mandarin-speaking regions and communities  |
|               | 3. Examine the impact of language adoptions and changes from Mandarin on American English-speakers   | 3. Examine the impact of language adoptions and changes from Mandarin on American English-speakers   |
|               | 6. Practice and engage further in critical analysis and comparison of the student's own values and cultural assumptions with those of the Mandarin-speaking countries and communities  | 6. Practice and engage further in critical analysis and comparison of the student's own values and cultural assumptions with those of the Mandarin-speaking countries and communities  |
|               | 1. Identify the cultural, traditional, ethical and contemporary values of the Mandarin-speaking countries and communities  | 1. Identify the cultural, traditional, ethical and contemporary values of the Mandarin-speaking countries and communities  |
|               | 2. Assess the recent history of changing values and attitudes in Mandarin-speaking areas around the world  | 2. Assess the recent history of changing values and attitudes in Mandarin-speaking areas around the world  |
|               | 3. Explore the student's own values, cultural and social assumptions and contrast them with the traditional  | 3. Explore the student's own values, cultural and social assumptions and contrast them with the traditional  |

Changed	Field	Current Version	Proposed Version
		<p>and contemporary values of Mandarin-speaking countries</p> <p>4. Analyze the historical and traditional consequences of cultural and social assumptions in Mandarin-speaking countries and communities, specifically in comparison with Mandarin-speaking people in the United States and China</p> <p>7. Examine the traditions and social practices in different settings and geographical regions of the Mandarin-speaking people</p> <p>1. Identify the differences between Chinese groups who are linguistically and ethnically diverse</p> <p>2. Analyze the differences in dialects within Chinese groups</p> <p>3. Identify their contributions in terms of social, cultural, regional and traditional settings</p>	<p>and contemporary values of Mandarin-speaking countries</p> <p>4. Analyze the historical and traditional consequences of cultural and social assumptions in Mandarin-speaking countries and communities, specifically in comparison with Mandarin-speaking people in the United States and China</p> <p>7. Examine the traditions and social practices in different settings and geographical regions of the Mandarin-speaking people</p> <p>1. Identify the differences between Chinese groups who are linguistically and ethnically diverse</p> <p>2. Analyze the differences in dialects within Chinese groups</p> <p>3. Identify their contributions in terms of social, cultural, regional and traditional settings</p>
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

## Blue Form

Changed	Questions	Current Version	Proposed Version
	<p>For changes to the units and hours tab;</p> <p>1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.</p>	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.</b>	No Value	No Value
	<b>3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.</b>	No Value	No Value
	<b>Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b>	No Value	No Value
	<b>Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b>	No Value	No Value
	<b>Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b>	No Value	No Value

Req/Adv			
Changed	Questions	Current Version	Proposed Version
	<b>Prerequisite(s):</b>	MAND D002. (equivalent to two years of high school Mandarin) or equivalent	MAND D002. (equivalent to two years of high school Mandarin) or equivalent
	<b>Corequisite(s):</b>	No Value	No Value
	<b>Advisory(ies):</b>	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.
	<b>Advisory(ies) - Other:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment:</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Limitation(s) on Enrollment - Other:</b>	No Value	No Value
	<b>Entrance Skills(s):</b>	No Value	No Value
	<b>Entrance Skill(s) - Other:</b>	No Value	No Value
	<b>General Course Statement(s):</b>	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	<b>General Course Statement(s) - Other:</b>	No Value	No Value

#### A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<b>EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b>	No Value	No Value
	<b>Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.</b>	No Value	No Value
	<b>Objective 2: Compose essays drawn from personal experience and assigned texts.</b>	No Value	No Value
	<b>Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 4: Create syntactically varied sentences that are free of mechanical errors.</b>	No Value	No Value
	<b>Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.</b>	No Value	No Value

### B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<b>ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b>	No Value	No Value
!	<b>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</b>	No Value	Outline F.: Practice and engage further in critical analysis and comparison of the student's own values and cultural assumptions with those of the Mandarin-speaking countries and communities.
!	<b>Objective 2: Develop analytical ideas and topics for essays.</b>	No Value	Outline G.: Examine the traditions and social practices in different settings and geographical regions of the Mandarin-speaking people.
!	<b>Objective 3: Compose and support thesis statements for analytical essays.</b>	No Value	Outline E.2.: Assess the impact of language adoptions and changes on Mandarin-speakers in the United States, China, Taiwan and other Mandarin-speaking regions and communities.



Changed	Questions	Current Version	Proposed Version
❗	<b>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</b>	No Value	Outline D.3.: Assess the importance of Mandarin from regional and economical perspectives in East and Southeast Asia by learning about the different cultures and practices in the regions and cities such as Taiwan, Hong Kong, Beijing, Shanghai and Taipei.
❗	<b>Objective 5: Identify and practice writing for different audiences and purposes.</b>	No Value	Outline F.2.:Assess the recent history of changing values and attitudes in Mandarin-speaking areas around the world.
❗	<b>Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.</b>	No Value	Outline E.3.:Examine the impact of language adoptions and changes from Mandarin on American English-speakers.
❗	<b>Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.</b>	No Value	Outline F.3.:Explore the student's own values, cultural and social assumptions and contrast them with the traditional and contemporary values of Mandarin-speaking countries.
❗	<b>Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.</b>	No Value	Outline F.1.:Identify the cultural, traditional, ethical and contemporary values of the Mandarin-speaking countries and communities.
❗	<b>Objective 9: Demonstrate appropriate grammar usage and mechanics.</b>	No Value	Outline D.2.:Evaluate the influence of the migration of different ethnicities within China and the immigration to other Asian countries and the United States.

## C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p><b>ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b></p>	No Value	No Value
	<p><b>Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.</b></p>	No Value	No Value
	<p><b>Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.</b></p>	No Value	No Value
	<p><b>Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.</b></p>	No Value	No Value
	<p><b>Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.</b></p>	No Value	No Value
	<p><b>Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.</b></p>	No Value	No Value

## D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<b>Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b>	No Value	No Value
	<b>Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.</b>	No Value	No Value
	<b>Objective 2: Investigate the use of mathematics in real world.</b>	No Value	No Value
	<b>Objective 3: Explore functions.</b>	No Value	No Value
	<b>Objective 4: Develop linear function models.</b>	No Value	No Value
	<b>Objective 5: Use systems of two linear equations to solve real world problems.</b>	No Value	No Value
	<b>Objective 6: Use linear inequalities in one variable to solve real world problems.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 7:</b> Examine exponential expressions and develop exponential function models.	No Value	No Value
	<b>Objective 8:</b> Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	<b>Objective 9:</b> Develop quadratic function models to solve problems.	No Value	No Value
	<b>Objective 10:</b> Investigate the characteristics of rational expressions.	No Value	No Value
	<b>Objective 11:</b> Develop skills to work with radical expressions.	No Value	No Value

#### E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<b>Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 1:</b> Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	<b>Objective 2:</b> Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	<b>Objective 3:</b> Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	<b>Objective 4:</b> Develop linear function models to solve problems.	No Value	No Value
	<b>Objective 5:</b> Use systems of two linear equations to solve real-world problems.	No Value	No Value
	<b>Objective 6:</b> Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	<b>Objective 7:</b> Develop quadratic function models to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 8: Use inequalities to solve real world problems.</b>	No Value	No Value
	<b>Objective 9: Explore arithmetic sequences and series.</b>	No Value	No Value
	<b>Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.</b>	No Value	No Value

#### F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<b>Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b>	No Value	No Value
	<b>Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.</b>	No Value	No Value
	<b>Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 3: Apply the order of operations to evaluate signed numerical expressions.</b>	No Value	No Value
	<b>Objective 4: Solve problems involving operations with signed numbers.</b>	No Value	No Value
	<b>Objective 5: Explore the characteristics and properties of real numbers.</b>	No Value	No Value
	<b>Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.</b>	No Value	No Value
	<b>Objective 7: Explore rates and ratios and use proportions to solve problems.</b>	No Value	No Value
	<b>Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.</b>	No Value	No Value
	<b>Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.</b>	No Value	No Value
	<b>Objective 10: Solve linear equations in one variable numerically and algebraically.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 11:</b> Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	<b>Objective 12:</b> Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

#### G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<b>If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.</b>	No Value	No Value
	<b>If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.</b>	No Value	No Value






## H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<b>Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.</b>	No Value	No Value
	<b>Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.</b>	No Value	No Value
	<b>Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.</b>	No Value	No Value
	<b>Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.</b>	No Value	No Value
	<b>Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.</b>	No Value	No Value
	<b>Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.</b>	No Value	No Value

## De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	<p><b>!</b> Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	Outline B: Recognize, construct, and formulate third quarter elementary-level functions of the Mandarin language.
	<p><b>!</b> Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	Methods of Evaluation B.: B. Final examination: an individual and a group written and oral presentation or a group oral presentation or an interview with the instructor will be evaluated on the basis of producing comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.
	<p><b>!</b> Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	Outline F. :Practice and engage further in critical analysis and comparison of the student's own values and cultural assumptions with those of the Mandarin-speaking countries and communities.

Changed	Questions	Current Version	Proposed Version
	<b>Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	Outline F.1.:Identify the cultural, traditional, ethical and contemporary values of the Mandarin-speaking countries and communities.
	<b>Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	Outline F.4.: Analyze the historical and traditional consequences of cultural and social assumptions in Mandarin-speaking countries and communities, specifically in comparison with Mandarin-speaking people in the United States and China.
	<b>Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	Methods of Evaluation E.: Oral presentation on cultural topics will be evaluated on the basis of demonstrating an increasingly accurate grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).

Comments			
Changed	Questions	Current Version	Proposed Version
	<b>Stage 2: Department Chair</b>	No Value	No Value

Changed Questions Current Version Proposed Version

Stage 3:  
Division  
Curriculum  
Representative

No Value

No Value

Stage 4:  
Division Dean

No Value

No Value



Stage 5: SLO  
Coordinator

No Value

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
1/24/2025	Learning	CSLO's	Required	CSLO 1 Demonstrate a somewhat consistent working command of essential vocabulary recognize and reproduce at least 450 Chinese characters and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high- frequency situations in familiar contexts such as talking about weather, dining, asking directions, birthday party and seeing a doctor. Run on sentence. Suggest new sentence begins with the word "recognize".	Y

Stage 7:  
Content Review  
Matrix Liaison

No Value

No Value

Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed
!	Stage 8: Dean of Online Learning	No Value						
			Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	
			2/10/25	Gabriela Nocito on behalf of COOL Members	Basic Information - Proposal Details – Attachments: Required Hybrid Course Delivery Request		-Please adjust percentages of hybrid face-to-face. It cannot be 100% otherwise it would not be a Hybrid course (suggestion: 50%-90%) -Please adjust the explanation on question 6 of the form to match the correct percentages. -Please clarify the acronyms "ACT" and "DDS" on question #12 of the form. Most likely, only DSPS will be a resource.	Y
	Stage 9: Articulation Officer	No Value	No Value					
	Stage 10: De Anza General Education	No Value	No Value					
	Stage 13: Curriculum Committee	No Value	No Value					

CO			
Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	MAND 003	MAND 003
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA

Changed	Questions	Current Version	Proposed Version
	<b>Cross-Listed/Related Course Information</b>	NA	NA
	<b>Cross-Listed/Related Course ID's</b>	No Value	No Value
	<b>DL Approval Date (MM/DD/YYYY)</b>	No Value	No Value
	<b>Hybrid Approval Date (MM/DD/YYYY)</b>	05/01/2018	05/01/2018
	<b>Curriculum Office Notes</b>	<ul style="list-style-type: none"> <li>Hybrid request effect. Fall 18 -mkct</li> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> <li>Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc</li> </ul>	<ul style="list-style-type: none"> <li>Hybrid request effect. Fall 18 -mkct</li> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> <li>Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc</li> </ul>

#### Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	<b>Curriculum ID</b>	MANDD003.
	<b>Distance Education Approved</b>	Yes
	<b>Board of Trustees Approval Date</b>	
	<b>Curriculum Committee Approval Date</b>	
	<b>Time to Next Review</b>	Sep 1, 2024 12:00:00 AM
	<b>External Review Approval Date</b>	Sep 1, 2019 12:00:00 AM
	<b>Course Control Number</b>	CCC000199255

#### Articulation

Changed	Field	Current Version
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Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	

# Course Outline of Record Report

03/03/2025

## MANDD351. : Introduction to Translation and Interpreting

### General Information

<b>Faculty Initiator:</b>	<ul style="list-style-type: none"><li>Huafu Liu</li></ul>
<b>Attachments:</b>	Hybrid_MAND_351_2026F.pdf Online_MAND_351_2026F.pdf
<b>Course ID (CB01A and CB01B) :</b>	MANDD351.
<b>Short Course Title:</b>	INTRO TO TRANSLATION/INTERPRET
<b>Course Title (CB02) :</b>	Introduction to Translation and Interpreting
<b>Department:</b>	MAND - Mandarin
<b>Effective Term:</b>	Fall 2026
<b>TOP Code (CB03) :</b>	(2140.00) *Legal and Community Interpretation
<b>CIP Code:</b>	(16.0103) Language Interpretation and Translation.
<b>SAM Priority Code (CB09) :</b>	Clearly Occupational
<b>Distance Education Approved:</b>	Yes
<b>Course Control Number:</b>	No value
<b>Curriculum Committee Approval Date:</b>	Pending
<b>Board of Trustees Approval Date:</b>	Pending
<b>External Review Approval Date:</b>	09/01/2020
<b>Course Description:</b>	This course will cover the historical origins, theories, techniques, and practices of translating and interpreting. Students will focus on comprehension of source language texts and accurate expression of content and style in translations. Theoretical readings will be used to familiarize students with strategies, techniques, and challenges faced in the translation process.
<b>Course Type (CB27) :</b>	<ul style="list-style-type: none"><li>Lower Division</li></ul>
<b>Mode of Delivery:</b>	<ul style="list-style-type: none"><li>Online</li><li>Hybrid</li></ul>
<b>Faculty Initiator:</b>	No value
<b>Course Family:</b>	Not Applicable

### Faculty Requirements

<b>Discipline 1:</b>	<ul style="list-style-type: none"><li>Court Interpreting</li></ul>
<b>Discipline 2:</b>	No value
<b>Discipline 3:</b>	No value
<b>FSA:</b>	<ul style="list-style-type: none"><li>FHDA FSA - MANDARIN</li></ul>



### Formerly Statement

#### Formerly Statement

No Value

### Course Justification

#### Course Justification

This is a noncredit enhanced CTE course. It belongs to the Mandarin Translation and Interpretation Level One Certificate of Completion. This course will cover the historical origins, theories, techniques, and practices of translating and interpreting. Students will focus on comprehension of source language texts and accurate expression of content and style in translations.

### Stand-Alone Statement

#### Stand-Alone Statement

No Value

### Course Philosophy

#### Course Philosophy

No Value

### CTE Course

#### Is this a CTE (Career Technical Education) course?

Yes

### Honors/Non-honors Course

#### Is this an honors/non-honors course?

No

## Mirrored Credit/Noncredit Course

### Is this a mirrored credit/noncredit course?

Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

## Cross-listed Course

### Is this a cross-listed course?

No

## Foothill Equivalency

### Does the course have a Foothill equivalent?

No

### Foothill Faculty Consultation Name

No Value

### Foothill Course ID

No Value

## Course Development Options

### Basic Skill Status (CB08)

Course is not a basic skills course.

### Course Special Class Status (CB13)

Course is not a special class.

### Grade Options

- Letter Grade
- Pass/No Pass

### Repeat Limit

99

### Course Prior To College Level

Not applicable.

### Repeatability Statement

(No limit on student re-enrollment for 0 unit courses.)

### Course Support Status (CB26)

Course is not a support course

## Associated Programs

☒ Course is part of a program

Associated Program

Award Type

Active

Mandarin Translation and Interpretation Level  
One (In Development)

Certificate of Competency

Fall 2026

Mandarin Translation and Interpretation Level  
Two (In Development)

Certificate of Completion

Fall 2026

## Transferability & Gen. Ed. Options

### Course General Education Status (CB25)

Y

### Transferability (CB05)

Not transferable

### Transferability Status

Not transferable

## UC Transferable and/or Lower-Division Major Requirement

### Will the course be UC transferable?

No

### If yes, identify the lower-division UC course and campus.

No Value

### Will the course fulfill a UC/CSU lower-division major requirement?

No

### If yes, identify the UC/CSU campus, course and major.

No Value

## Units and Hours

### Summary

Minimum Credit Units 0

Maximum Credit Units 0

Total Course In-Class  
(Contact) Hours 54

Total Course Out-of-Class  
Hours 108

Total Student Learning Hours 54

### Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

No value

Course Classification Code (CB11)

No value

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

☐

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	4.5	9
Laboratory Hours	0	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	0
NA	0
Total	54
Course Out-of-Class Hours	
Lecture	108
Laboratory	0
NA	0
Total	108

Units and Hours - Weekly Specialty Hours			
Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value
SKIP			
No Value			

Specifications	
Methods of Instruction	
Methods of Instruction	Methods of Instruction
Methods of Instruction	Collaborative learning and small group exercises Collaborative projects Discussion and problem-solving performed in class Discussion of assigned reading

Guest speakers  
Homework and extended projects  
In-class essays  
In-class exploration of internet sites  
Lecture and visual aids  
Quiz and examination review performed in class

### Assignments

- A. Read assigned quotes, excerpts and texts on translation and interpretation that demonstrate to differentiate between interpretation and translation and the basic skills needed for translation and interpretation.
- B. Write an essay that analyzes, compares and contrasts various topics discussed in class that reinforce the discussion of the preparation and organizational methods in translation and interpretation.
- C. Write and discuss translation and interpretation methods and theories that reinforce the discussion of the preparation and organizational methods in translation and interpretation.
- D. Practice Mandarin-English and English-Mandarin translation and interpretation exercises by selecting from authentic materials through articles, news, medias, etc. to demonstrate the work of translators and interpreters including the skills involved in being well trained.

### Methods of Evaluation

Methods of Evaluation

### Methods of Evaluation

- A. Reading assignments will be evaluated on the basis of differentiating between interpretation and translation and the basic skills needed for translation and interpretation.
- B. Oral and written chapter tests will be evaluated on the basis of discussing the preparation and organizational methods in translation and interpretation.
- C. Mid-term examination: an individual written and oral presentation will be evaluated on the basis of describing the procedures, resources, and techniques related to translation and interpretation.
- D. Final examination: an individual written and oral presentation or a group oral presentation or an interview with the instructor will be evaluated on the basis of describing the procedures, resources, and techniques related to translation and interpretation.
- E. Oral presentation will be evaluated on the basis of demonstrating the work of translators and interpreters including the skills involved in being well trained.
- F. Participation discussion and debating activities in class through describing the work of translators and interpreters including the skills involved in being well trained.

### Essential Student Materials/Essential College Facilities

#### Essential Student Materials:

- None

#### Essential College Facilities:

- None

### Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
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Ferreira, Aline and Schwieter, John W. (Editors)	Introduction to Translation and Interpreting Studies	Wiley-Blackwell	2022/First Edition
Baker, Mona	In Other Words: A Coursebook on Translation.	New York, Routledge	2018/Third Edition
Bell, Roger T., N, Christopher	Translation and Translating: Theory and Practice (Applied Linguistics and Language Study)	New York, Routledge	2016/First Edition
<b>Suggested Reading List</b>  No Value			

<b>Learning Outcomes</b>	
<b>Course Objectives</b>	
Recognize History of Mandarin Translation	
Discuss History of Interpreting	
Recognize terminology of Translation and Interpretation	
Discuss Roles of Translation and Interpreting	
Recall Dictionary Usage and Computer Literacy in Translation and Interpretation	
Practice Mandarin-English Translation	
<b>CSLOs</b>	
<b>Differentiate between interpretation and translation and the basic skills needed for translation and interpretation.</b>	Expected SLO Performance: 0.0
<b>Discuss the preparation and organizational methods in translation and interpretation.</b>	Expected SLO Performance: 0.0
<b>Describe the procedures, resources, and techniques related to translation and interpretation.</b>	Expected SLO Performance: 0.0
<b>Describe the work of translators and interpreters including the skills involved in being well trained.</b>	Expected SLO Performance: 0.0

## Outline

### Course Outline

- A. Recognize History of Mandarin Translation
  - 1. Translation Practice and Theory in Ancient China
    - a. Early Translation in China
    - b. Technical Translation during Yuan and Ming Dynasties
    - c. Technical Translation during the Qing Dynasty
    - d. Translation in Modern China
  - 2. Developments in Translation Theory in China
  - 3. Translation Practice and the Training Of Translators
  - 4. Bible Translation to Mandarin
- B. Discuss History of Interpreting
  - 1. WWI as the First School of Interpreters
  - 2. Interpreters in The Peace Conference
  - 3. Interpreters in other organizations
  - 4. Interpreters in The League of Nations
  - 5. Methods and Formats of Interpreting
    - a. Simultaneous
    - b. Consecutive
    - c. Sight: Note-taking
    - d. Working Conditions
      - 1. Acoustic Conditions
      - 2. Physical Conditions
    - e. The Birth of Simultaneous Interpretation
    - f. Interpreting during Totalitarian Regimes
    - g. The Coming of Age of Interpreting
  - 6. Nuremberg
  - 7. Demands from Governments
    - a. Interpreting in the United Nations
    - b. Interpreting at the End of the 20th Century
- C. Recognize terminology of Translation and Interpretation
  - 1. Translation Terminology
    - a. Intralinguistic Translation
    - b. Interlinguistic Translation
    - c. Traductology
    - d. Direct Translation
    - e. Hyper Translation
    - f. Hypo Translation
    - g. Interlinear Translation
    - h. Juxtalinear Translation
    - i. Literal Translation
    - j. Literal Translation
  - 2. Interpretation Terminology
    - a. Simultaneous Interpretation
    - b. Consecutive Interpretation
    - c. Sight Interpretation (in situ)
    - d. Summary Interpretation
    - e. Traductology
    - f. Literal Interpretation
- D. Discuss Roles of Translation and Interpreting
  - 1. Promoter of Culture
  - 2. Creator of Literatures
  - 3. Language Enhancer
  - 4. Basic Concepts
    - a. Translation vs. Interpreting
    - b. Source vs. Target Language

- c. A and B Language
- 5. Pre-translation Exercises
  - a. Summarization
  - b. Paraphrasing
- 6. Translation Theory and Application
  - a. False Cognates
  - b. Register
  - c. Collocation and Word Co-occurrence
- 7. Translation Techniques
  - a. Modulation
  - b. Calque or Loan Translation
  - c. Loan Words
  - d. Transposition
  - e. Adaptation
- 8. Work of the Translator and Interpreter
  - a. Career Commitments
  - b. Attitudes and skills of the successful translator and interpreter
  - c. Ethics in Translation and Interpretation
- E. Recall Dictionary Usage and Computer Literacy in Translation and Interpretation
  - 1. Dictionary Usage
    - a. Monolingual
    - b. Bilingual
    - c. Specialized
    - d. Synonyms and Antonyms (Theasaurus)
    - e. Abbreviations and Acronyms
  - 2. Computer Literacy
    - a. Word Processing
    - b. Online Research
      - 1. Glossaries
      - 2. Primary Sources and Parallel Texts
    - c. Tones in Mandarin
    - d. Localization
    - e. Machine Translation (MT) Inbound vs. Outbound Translation
- F. Practice Mandarin-English Translation
  - 1. Comprehend and Express Word Meaning
    - a. Identify Specialized Vocabulary
    - b. Analyze Grammar and Logic
    - c. Make Conversions
    - d. Add or Omit Words, Phrases and Clauses
    - e. Consider Connotations and Tones
    - f. Be Flexible
  - 2. Sentence Translation: Word Order, Division, and Combination
    - a. Change the Word Order
    - b. Keep the Word Order
    - c. Divide a Sentence
    - d. Combine Sentences

## Blue Form

**For changes to the units and hours tab; 1) Contact the Curriculum Office at [curriculum@fhda.edu](mailto:curriculum@fhda.edu) with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.**

No Value



**1. Is the unit(s) change required for articulation?**

No Value

**2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.**

No Value

**3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.**

No Value

**Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.**

No Value

**Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.**

No Value

**Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.**

- Units: 0
- Lec Hrs: 4.5
- Load: 0
- Seat Ct: 0
- (mkct 03/03/2025)

**Req/Adv**

**Prerequisite(s):**

No Value

**Corequisite(s):**

No Value

**Advisory(ies):**

- ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.

**Advisory(ies) - Other:**

No Value

**Limitation(s) on Enrollment:**

No Value

**Limitation(s) on Enrollment - Other:**

No Value

**Entrance Skills(s):**

No Value

**Entrance Skill(s) - Other:**

No Value

**General Course Statement(s):**

- NONCREDIT: (This is a noncredit enhanced, CTE course.)

**General Course Statement(s) - Other:**

No Value

**A-Matrix Form**

**EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

**Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.**

No Value

**Objective 2: Compose essays drawn from personal experience and assigned texts.**

No Value

**Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.**

No Value

**Objective 4: Create syntactically varied sentences that are free of mechanical errors.**

No Value

**Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.**

No Value

## B-Matrix Form

ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

**Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.**

Methods of Evaluation C: Mid-term examination: an individual written and oral presentation will be evaluated on the basis of describing the procedures, resources, and techniques related to translation and interpretation.

**Objective 2: Develop analytical ideas and topics for essays.**

Methods of Evaluation D: Final examination: an individual written and oral presentation or a group oral presentation or an interview with the instructor will be evaluated on the basis of describing the procedures, resources, and techniques related to translation and interpretation.

**Objective 3: Compose and support thesis statements for analytical essays.**

Course Objective D: Discuss Roles of Translation and Interpreting.

**Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.**

Assignment C: Write and discuss translation and interpretation methods and theories that reinforce the discussion of the preparation and organizational methods in translation and interpretation.

**Objective 5: Identify and practice writing for different audiences and purposes.**

Assignment D: Practice Mandarin-English and English-Mandarin translation and interpretation exercises by selecting from authentic materials through articles, news, medias, etc. to demonstrate the work of translators and interpreters including the skills involved in being well trained.

**Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.**

Assignment B: Write an essay that analyzes, compares and contrasts varies topics discusses in class that reinforce the discussion of the preparation and organizational methods in translation and interpretation.

**Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.**

Methods of Evaluation B: Oral and written chapter tests will be evaluated on the basis of discussing the preparation and organizational methods in translation and interpretation.

**Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.**

Methods of Evaluation D: Final examination: an individual written and oral presentation or a group oral presentation or an interview with the instructor will be evaluated on the basis of describing the procedures, resources, and techniques related to translation and interpretation.

**Objective 9: Demonstrate appropriate grammar usage and mechanics.**

Course Objective F: Practice Mandarin-English Translation.



## C-Matrix Form

**ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

**Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.**

No Value

**Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.**

No Value

**Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.**

No Value

**Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.**

No Value

**Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.**

No Value

## D-Matrix Form

**Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

**Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.**

No Value

**Objective 2: Investigate the use of mathematics in real world.**

No Value

**Objective 3: Explore functions.**

No Value

**Objective 4: Develop linear function models.**

No Value
<b>Objective 5: Use systems of two linear equations to solve real world problems.</b>
No Value
<b>Objective 6: Use linear inequalities in one variable to solve real world problems.</b>
No Value
<b>Objective 7: Examine exponential expressions and develop exponential function models.</b>
No Value
<b>Objective 8: Examine logarithmic expressions and develop logarithmic function models.</b>
No Value
<b>Objective 9: Develop quadratic function models to solve problems.</b>
No Value
<b>Objective 10: Investigate the characteristics of rational expressions.</b>
No Value
<b>Objective 11: Develop skills to work with radical expressions.</b>
No Value

<b>E-Matrix Form</b>
<b>Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b>
No Value
<b>Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.</b>
No Value
<b>Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.</b>
No Value
<b>Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.</b>
No Value
<b>Objective 4: Develop linear function models to solve problems.</b>

No Value
<b>Objective 5: Use systems of two linear equations to solve real-world problems.</b> No Value
<b>Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.</b> No Value
<b>Objective 7: Develop quadratic function models to solve problems.</b> No Value
<b>Objective 8: Use inequalities to solve real world problems.</b> No Value
<b>Objective 9: Explore arithmetic sequences and series.</b> No Value
<b>Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.</b> No Value

<b>F-Matrix Form</b>
<b>Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b> No Value
<b>Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.</b> No Value
<b>Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.</b> No Value
<b>Objective 3: Apply the order of operations to evaluate signed numerical expressions.</b> No Value
<b>Objective 4: Solve problems involving operations with signed numbers.</b> No Value
<b>Objective 5: Explore the characteristics and properties of real numbers.</b>

No Value

**Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.**

No Value

**Objective 7: Explore rates and ratios and use proportions to solve problems.**

No Value

**Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.**

No Value

**Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.**

No Value

**Objective 10: Solve linear equations in one variable numerically and algebraically.**

No Value

**Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.**

No Value

**Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.**

No Value

## G-Matrix Form

**If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.**

No Value

**If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.**

No Value

## H-Matrix Form

**Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.**

No Value



**Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.**

No Value

**Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.**

No Value

**Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.**

No Value

**Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.**

No Value

**Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.**

No Value

## De Anza GE Form

**Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

## Comments

### Stage 2: Department Chair

No Value

### Stage 3: Division Curriculum Representative

No Value

### Stage 4: Division Dean

No Value

### Stage 5: SLO Coordinator

No Value

### Stage 7: Content Review Matrix Liaison

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
2/4/25	Req/Adv	Advisory(ies)	Required	Must add advisory for ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005 (to match the course it is mirroring)	Y
2/4/25	Matrix B		Required	Fill out matrix for your English advisory	Y

### Stage 8: Dean of Online Learning

Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
2/10/25	Gabriela Nocito on behalf of COOL Members	Basic Information - Proposal Details – Attachments: Hybrid Course Delivery Request	Required	-Please adjust percentages of hybrid face-to-face. It cannot be 100% otherwise it would not be a Hybrid course (suggestion 50% to 90%) -Please adjust the explanation on question 6 of the form to match the correct percentages. -Please clarify the acronyms "ACT" and "DDS" on question #12 of the form. Most likely, only DSPS will be a resource.	Y

### Stage 9: Articulation Officer

No Value

### Stage 10: De Anza General Education

No Value

**Stage 13: Curriculum Committee**

No Value

**CO****Sort ID (00 < 10; 0 < 100)**

No Value

**Course Status**

No Value

**Course Characteristics**

No Value

**Cross-Listed/Related Course Information**

No Value

**Cross-Listed/Related Course ID's**

No Value

**DL Approval Date (MM/DD/YYYY)**

No Value

**Hybrid Approval Date (MM/DD/YYYY)**

No Value

**Curriculum Office Notes**

- Changed 5-year revision to match credit course - ACE

# Course Outline of Record Report

03/10/2025

## MANDD352. : Mandarin Grammar and Composition

### General Information

<b>Faculty Initiator:</b>	<ul style="list-style-type: none"><li>Huafu Liu</li></ul>
<b>Attachments:</b>	Hybrid_MAND_352_2026F.pdf Online_MAND_352_2026F.pdf
<b>Course ID (CB01A and CB01B) :</b>	MANDD352.
<b>Short Course Title:</b>	MANDARIN GRAMMAR AND COMPOSITI
<b>Course Title (CB02) :</b>	Mandarin Grammar and Composition
<b>Department:</b>	MAND - Mandarin
<b>Effective Term:</b>	Fall 2026
<b>TOP Code (CB03) :</b>	(2140.00) *Legal and Community Interpretation
<b>CIP Code:</b>	(16.0103) Language Interpretation and Translation.
<b>SAM Priority Code (CB09) :</b>	Clearly Occupational
<b>Distance Education Approved:</b>	Yes
<b>Course Control Number:</b>	No value
<b>Curriculum Committee Approval Date:</b>	Pending
<b>Board of Trustees Approval Date:</b>	Pending
<b>External Review Approval Date:</b>	09/01/2020
<b>Course Description:</b>	This course will develop students' reading and writing skills through the process of composition in Mandarin. It will also improve students' writing skills by applying the rules of grammar and orthography reviewed in class.
<b>Course Type (CB27) :</b>	<ul style="list-style-type: none"><li>Lower Division</li></ul>
<b>Mode of Delivery:</b>	<ul style="list-style-type: none"><li>Online</li><li>Hybrid</li></ul>
<b>Faculty Initiator:</b>	No value
<b>Course Family:</b>	Not Applicable

### Faculty Requirements

<b>Discipline 1:</b>	<ul style="list-style-type: none"><li>Foreign Languages</li></ul>
<b>Discipline 2:</b>	No value
<b>Discipline 3:</b>	No value
<b>FSA:</b>	<ul style="list-style-type: none"><li>FHDA FSA - MANDARIN</li></ul>

### Formerly Statement

#### Formerly Statement

No Value

### Course Justification

#### Course Justification

This is a noncredit enhanced CTE course. It belongs on the Mandarin Translation and Interpretation Level One Certificate of Completion. This course will develop students' reading and writing skills through the process of composition in Mandarin.

### Stand-Alone Statement

#### Stand-Alone Statement

No Value

### Course Philosophy

#### Course Philosophy

No Value

### CTE Course

#### Is this a CTE (Career Technical Education) course?

Yes

### Honors/Non-honors Course

#### Is this an honors/non-honors course?

No

## Mirrored Credit/Noncredit Course

### Is this a mirrored credit/noncredit course?

Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

## Cross-listed Course

### Is this a cross-listed course?

No

## Foothill Equivalency

### Does the course have a Foothill equivalent?

No

### Foothill Faculty Consultation Name

No Value

### Foothill Course ID

No Value

## Course Development Options

### Basic Skill Status (CB08)

Course is not a basic skills course.

### Course Special Class Status (CB13)

Course is not a special class.

### Grade Options

- Letter Grade
- Pass/No Pass

### Repeat Limit

99

### Course Prior To College Level

Not applicable.

### Repeatability Statement

(No limit on student re-enrollment for 0 unit courses.)

### Course Support Status (CB26)

Course is not a support course

## Associated Programs

☒ Course is part of a program

Associated Program

Award Type

Active

Mandarin Translation and Interpretation Level  
One (In Development)

Certificate of Competency

Fall 2026

Mandarin Translation and Interpretation Level  
Two (In Development)

Certificate of Completion

Fall 2026

## Transferability & Gen. Ed. Options

### Course General Education Status (CB25)

Y

### Transferability (CB05)

Not transferable

### Transferability Status

Not transferable

## UC Transferable and/or Lower-Division Major Requirement

### Will the course be UC transferable?

No

### If yes, identify the lower-division UC course and campus.

No Value

### Will the course fulfill a UC/CSU lower-division major requirement?

No

### If yes, identify the UC/CSU campus, course and major.

No Value

## Units and Hours

### Summary

Minimum Credit Units 0

Maximum Credit Units 0

Total Course In-Class  
(Contact) Hours 54

Total Course Out-of-Class  
Hours 108

Total Student Learning Hours 54

### Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

No value

Course Classification Code (CB11)

No value

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

☐

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	4.5	9
Laboratory Hours	0	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	0
NA	0
Total	54
Course Out-of-Class Hours	
Lecture	108
Laboratory	0
NA	0
Total	108

Units and Hours - Weekly Specialty Hours			
Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value
SKIP			
No Value			

Specifications	
Methods of Instruction	
Methods of Instruction	Methods of Instruction
Methods of Instruction	Collaborative learning and small group exercises Collaborative projects Discussion and problem-solving performed in class Discussion of assigned reading



Guest speakers  
Homework and extended projects  
In-class essays  
In-class exploration of internet sites  
Lecture and visual aids  
Quiz and examination review performed in class

### Assignments

- A. Read assigned texts on Mandarin grammar and composition and analyzing different roles as a writer.
- B. Write reflections and conduct rhetorical analysis of different advertisements, commercials and film reviews in Mandarin.
- C. Write in different genres in order to demonstrate techniques learned in class.
- D. Practice writing different short compositions assigned by instructor through using the grammar correctly.
- E. Practice and form debate activities on applying reading strategies to enhancing critical thinking through literary discussions.

### Methods of Evaluation

Methods of Evaluation

### Methods of Evaluation

- A. Reading assignments will be evaluated on the basis of comprehending Mandarin grammar and composition structures.
- B. Oral and written chapter tests will be evaluated on the basis of comprehending Mandarin grammar and composition structures.
- C. Mid-term examination: an individual written and oral presentation will be evaluated on the basis of applying it to the composition by using the grammar correctly.
- D. Final examination: an individual written and oral presentation or a group oral presentation or an interview with the instructor will be evaluated on the basis of applying reading strategies to enhancing critical thinking through literary discussions.
- E. Oral presentation will be evaluated on the basis of discussing and analyzing different roles as a writer.
- F. Participation discussion and debating activities in class on issues of Mandarin grammar and composition.

### Essential Student Materials/Essential College Facilities

#### Essential Student Materials:

- None

#### Essential College Facilities:

- None

### Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Teng, Wen-Hua	Yufa! A Practical Guide to Mandarin Chinese Grammar (Routledge Concise Grammars)	Routledge	2017/Second Edition	

Claudia Ross, Jing-heng Sheng Ma, Pei-Chia Chen, Baozhang He, Meng Yeh	Modern Mandarin Chinese Grammar A Practical Guide	Routledge	2024
Claudia Ross, Jing Heng Ma, Pei-Chia Chen, Baozhang He, Meng Yeh	Modern Mandarin Chinese Grammar: A Practical Guide and Workbook SET	Routledge	2024
<b>Suggested Reading List</b>  No Value			

<b>Learning Outcomes</b>	
<b>Course Objectives</b>	
Identify Pronunciation, Pinyin Romanization and Writing System	
Recognize Phrase Order in Mandarin Sentence	
Discuss Nouns and Noun Phrases	
Explain Numbers and Classifiers	
Define Prepositions and Prepositional Phrases	
Explain Adverbs, Conjunctions and The Passive	
Explain Different Verbs	
Recognize Situations and Functions in Mandarin Grammar	
<b>CSLOs</b>	
Annotate Mandarin grammar and apply it to the written communication process correctly.	Expected SLO Performance: 0.0
Apply reading strategies to enhance critical thinking through literary discussions in Mandarin.	Expected SLO Performance: 0.0
Assume different roles as a writer in Mandarin.	Expected SLO Performance: 0.0

## Outline

### Course Outline

#### A. Identify Pronunciation, Pinyin Romanization and Writing System

1. The Mandarin Syllable
2. Traditional and Simplified Characters
3. The structure of Chinese Characters: the Radical and the Phonetic
4. Character Stroke Order

#### B. Recognize Phrase Order in Mandarin Sentence

1. Basic Phrase order
2. The Position of Direct and Indirect Objects
3. The Position of Prepositional Phrases
4. The Position of Location Phrases
5. The Position of "Time When" Phrases
6. The Relative Order of the "Time When" Phrase and the Location Phrase
7. The Position of Adverbs
8. The Position of Negation
9. The Position of Duration Phrases
10. Order with the Noun Phrase
11. Phrase Order in Questions

#### C. Discuss Nouns and Noun Phrases

1. Common Nouns, Pronouns, and Proper Nouns
2. Modify a Noun with a Specifier and /or Number
3. Modify a Noun with all Other Modifiers: Modification with "de"
4. Noun Modifiers in a Series
5. Modification with "Zhi1"

#### D. Explain Numbers and Classifiers

1. Mandarin Numbers 0-99 and 100 and higher
2. Formal Characters for Numbers
3. Ordinal Numbers and Estimates and Approximations
4. Fractions, Percentages, Decimals, Half, and multiples
5. Numbers used in Phrases and Expressions
6. Yi1 as a Marker of Sequence
7. The Structure of Phrases involving Classifiers
8. Omission of the Head Noun
9. Classifiers that occur without a Noun
10. Money and Prices

#### E. Define Prepositions and Prepositional Phrases

1. The grammar of the prepositional phrase in the Mandarin sentence
2. Basic functions of prepositions
3. Prepositions that also function as verbs

#### F. Explain Adverbs, Conjunctions and The Passive

1. General properties of adverbs and adverbs with logical function: "ye3", "dou1", "hai2", "jiu4", "zhi3", "cai2"
2. Conjunctions that indicate an "additive" or "and" relationship or a disjunctive or "or" relationship
3. Differences between the passive markers "bei4", "jiao4", and "rang4" and compare to English passives and their Mandarin equivalents

#### G. Explain Different Verbs

1. Adjectival verbs with comparison structures. linking two adjectival verbs, and expressions that indicate change over time and sentence final "le"
2. Stative verbs: indicate completion, past time, and change of state and introduce "shi4" (to be), "xing4" (to be family named), "you3" (to have), and "zai4" (to be located at).
3. Modal Verbs: Express possibility "hui4", ability, permission "ke3yi3", obligations, prohibitions, and discuss grammatical properties
4. Action Verbs: indicate that an action is completed or past, or has been experienced in the past, explain negating actions, open-ended action verbs, and change-of-state action verbs

#### H. Recognize Situations and Functions in Mandarin Grammar

1. Names, kinship terms, titles, terms of address
2. Basic strategies for communication
3. Telecommunications and e-communications: telephones, text messages, and the internet
4. Express identification, possession, and existence
5. Describe people, places, and things
6. Describe how actions are performed and indicate result, conclusion, potential and extent
7. Make comparisons to talk about similarity, difference, more than, less than, comparative degree, superlative degree and relative degree
8. Talk about the past, present, habitual actions, future, change, new situations, changing situations, duration/frequency and indicate completion
9. Express additional information "ye3" (also), "hai2" (in addition), "hai2you3" (in addition), "bing4qie3" (moreover), "zai4shuo1" (besides, moreover), "er2" (and, but), "he2" and "gen1" (and), "bu2dan4....er3qie3" (not only...but also), "you4...you4" (both...and), "chu2le---yi3wai4" (besides, or except), and "ling4wai4" (in addition, another)
10. Express contrast, sequence "yi3qian2" (before) "yi3hou4" (after), simultaneous situations, cause and effect or reason and result, conditions, and express "both", "all", "none", "not only", and "no matter how"
11. Express location and distance and talk about movement, directions, and means of transportation and talk about clock time and calendar time
12. Express obligations and prohibitions, commands and permission, desires, needs, preferences, and willingness and express knowledge, advice and opinions
13. Express fear, worry and anxiety and express speaker attitudes and perspectives
14. Talk about topic, focus, and emphasis and guest and host, and to give and respond to compliments and express satisfaction and dissatisfaction, gratitude and respond to expressions of gratitude
15. Talk about invitations, requests, and refusals and express apologies, regrets, sympathy, and bad news and express congratulations and good wishes

#### Blue Form

**For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.**

No Value

#### 1. Is the unit(s) change required for articulation?

No Value

#### 2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

#### 3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

#### Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

**Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.**

No Value

**Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.**

- Units: 0
- Lec Hrs: 4.5
- Load: 0
- Seat Ct: 0
- (mkct 3/6/2025)

## Req/Adv

### Prerequisite(s):

No Value

### Corequisite(s):

No Value

### Advisory(ies):

- ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.

### Advisory(ies) - Other:

No Value

### Limitation(s) on Enrollment:

No Value

### Limitation(s) on Enrollment - Other:

No Value

### Entrance Skills(s):

No Value

### Entrance Skill(s) - Other:

No Value

### General Course Statement(s):

- NONCREDIT: (This is a noncredit enhanced, CTE course.)

### General Course Statement(s) - Other:

No Value

### A-Matrix Form

**EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

**Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.**

No Value

**Objective 2: Compose essays drawn from personal experience and assigned texts.**

No Value

**Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.**

No Value

**Objective 4: Create syntactically varied sentences that are free of mechanical errors.**

No Value

**Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.**

No Value

### B-Matrix Form

**ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

**Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.**

Assignment A: Read assigned texts on Mandarin grammar and composition and analyzing different roles as a writer.

**Objective 2: Develop analytical ideas and topics for essays.**

Assignment B: Write reflections and conduct rhetorical analysis of different advertisements, commercials and film reviews in Mandarin.

**Objective 3: Compose and support thesis statements for analytical essays.**

Methods of Evaluation B: Oral and written chapter tests will be evaluated on the basis of comprehending Mandarin grammar and composition structures.

**Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.**

Methods of Evaluation C: Mid-term examination: an individual written and oral presentation will be evaluated on the basis of applying it to the composition by using the grammar correctly.

**Objective 5: Identify and practice writing for different audiences and purposes.**

Methods of Evaluation C: Mid-term examination: an individual written and oral presentation will be evaluated on the basis of applying it to the composition by using the grammar correctly.

**Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.**

Methods of Evaluation D: Final examination: an individual written and oral presentation or a group oral presentation or an interview with the instructor will be evaluated on the basis of applying reading strategies to enhancing critical thinking through literary discussions.

**Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.**

Assignment B: Write reflections and conduct rhetorical analysis of different advertisements, commercials and film reviews in Mandarin.

**Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.**

Methods of Evaluation D: Final examination: an individual written and oral presentation or a group oral presentation or an interview with the instructor will be evaluated on the basis of applying reading strategies to enhancing critical thinking through literary discussions.

**Objective 9: Demonstrate appropriate grammar usage and mechanics.**

Assignment C: Write in different genres in order to demonstrate techniques learned in class.

**C-Matrix Form**

**ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

**Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.**

No Value

**Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.**

No Value

**Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.**

No Value

**Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.**

No Value

**Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.**

No Value



## D-Matrix Form

**Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

**Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.**

No Value

**Objective 2: Investigate the use of mathematics in real world.**

No Value

**Objective 3: Explore functions.**

No Value

**Objective 4: Develop linear function models.**

No Value

**Objective 5: Use systems of two linear equations to solve real world problems.**

No Value

**Objective 6: Use linear inequalities in one variable to solve real world problems.**

No Value

**Objective 7: Examine exponential expressions and develop exponential function models.**

No Value

**Objective 8: Examine logarithmic expressions and develop logarithmic function models.**

No Value

**Objective 9: Develop quadratic function models to solve problems.**

No Value

**Objective 10: Investigate the characteristics of rational expressions.**

No Value

**Objective 11: Develop skills to work with radical expressions.**

No Value

## E-Matrix Form

**Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

**Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.**

No Value

**Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.**

No Value

**Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.**

No Value

**Objective 4: Develop linear function models to solve problems.**

No Value

**Objective 5: Use systems of two linear equations to solve real-world problems.**

No Value

**Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.**

No Value

**Objective 7: Develop quadratic function models to solve problems.**

No Value

**Objective 8: Use inequalities to solve real world problems.**

No Value

**Objective 9: Explore arithmetic sequences and series.**

No Value

**Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.**

No Value

## F-Matrix Form

**Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

**Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.**

No Value

**Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.**

No Value

**Objective 3: Apply the order of operations to evaluate signed numerical expressions.**

No Value

**Objective 4: Solve problems involving operations with signed numbers.**

No Value

**Objective 5: Explore the characteristics and properties of real numbers.**

No Value

**Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.**

No Value

**Objective 7: Explore rates and ratios and use proportions to solve problems.**

No Value

**Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.**

No Value

**Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.**

No Value

**Objective 10: Solve linear equations in one variable numerically and algebraically.**

No Value

**Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.**

No Value

**Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.**

No Value

## **G-Matrix Form**

**If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.**

No Value

**If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.**

No Value

## **H-Matrix Form**

**Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.**

No Value

**Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.**

No Value

**Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.**

No Value

**Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.**

No Value

**Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.**

No Value

**Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.**

No Value

## De Anza GE Form

**Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

## Comments

**Stage 2: Department Chair**

No Value

**Stage 3: Division Curriculum Representative**

No Value

**Stage 4: Division Dean**

No Value

**Stage 5: SLO Coordinator**

No Value

**Stage 7: Content Review Matrix Liaison**

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
2/19/25	Req/Adv	Advisory(ies)	Required	Add ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005. to match MAND 52	Y

**Stage 8: Dean of Online Learning**

Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
2/28/25	Gabriela Nocito on behalf of COOL Members	Basic Information - Proposal Details – Attachments: Hybrid Course Delivery Request	Required	-Please adjust percentages of hybrid face-to-face. It cannot be 100% otherwise it would not be a Hybrid course (suggestion 50% to 90%) -Please adjust explanation on question 6 of the form to match correct percentages. -Please clarify acronyms "ACT" and "DDS" on question #12 of the form. Most likely, only DSPS will be a resource.	Y

**Stage 9: Articulation Officer**

No Value

**Stage 10: De Anza General Education**

No Value

**Stage 13: Curriculum Committee**

No Value

**CO****Sort ID (00 < 10; 0 < 100)**

No Value

**Course Status**

No Value

**Course Characteristics**

No Value

**Cross-Listed/Related Course Information**

No Value

**Cross-Listed/Related Course ID's**

No Value

**DL Approval Date (MM/DD/YYYY)**

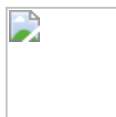
No Value

**Hybrid Approval Date (MM/DD/YYYY)**

No Value

**Curriculum Office Notes**

- 5-year revision year changed to match credit version -ace



De Anza College

## Course Outline of Record Report

03/07/2025

## MANDD353. : Introduction to Mandarin/English Linguistics Analysis

### General Information

Faculty Initiator:	<ul style="list-style-type: none"> <li>Huafu Liu</li> </ul>
Attachments:	Hybrid_MAND_353_2026F.pdf Online_MAND_353_2026F.pdf
Course ID (CB01A and CB01B) :	MANDD353.
Short Course Title:	INTRO MAND/ENGL LINGUIST ANALY
Course Title (CB02) :	Introduction to Mandarin/English Linguistics Analysis
Department:	MAND - Mandarin
Effective Term:	Fall 2026
TOP Code (CB03) :	(2140.00) *Legal and Community Interpretation
CIP Code:	(16.0103) Language Interpretation and Translation.
SAM Priority Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2020
Course Description:	This course will provide the student with an analysis and description of some of the most relevant aspects of Mandarin/English grammar, emphasizing the implications of translation and interpreting.
Course Type (CB27) :	<ul style="list-style-type: none"> <li>Lower Division</li> </ul>
Mode of Delivery:	<ul style="list-style-type: none"> <li>Online</li> <li>Hybrid</li> </ul>
Faculty Initiator:	No value
Course Family:	Not Applicable

### Faculty Requirements

Discipline 1:	<ul style="list-style-type: none"> <li>Foreign Languages</li> </ul>
Discipline 2:	No value
Discipline 3:	No value
FSA:	<ul style="list-style-type: none"> <li>FHDA FSA - MANDARIN</li> </ul>



**Formerly Statement****Formerly Statement**

No Value

**Course Justification****Course Justification**

This is a noncredit enhanced CTE course. It belongs on the Mandarin Translation and Interpretation Level One Certificate of Completion. This course will provide the student with an analysis and description of some of the most relevant aspects of Mandarin/English grammar.

**Stand-Alone Statement****Stand-Alone Statement**

No Value

**Course Philosophy****Course Philosophy**

No Value

**CTE Course****Is this a CTE (Career Technical Education) course?**

Yes

**Honors/Non-honors Course****Is this an honors/non-honors course?**

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

99

Course Prior To College Level

Not applicable.

Repeatability Statement

(No limit on student re-enrollment for 0 unit courses.)

Course Support Status (CB26)

Course is not a support course

Associated Programs

☒ Course is part of a program

Associated Program

Award Type

Active

Mandarin Translation and Interpretation Level  
One (In Development)

Certificate of Competency

Fall 2026

Mandarin Translation and Interpretation Level  
Two (In Development)

Certificate of Completion

Fall 2026

## Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

## UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

If yes, identify the lower-division UC course and campus.

No Value

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

## Units and Hours

### Summary

Minimum Credit Units 0

Maximum Credit Units 0

Total Course In-Class (Contact)  
Hours 54

Total Course Out-of-Class  
Hours 108

Total Student Learning Hours 54

### Credit / Non-Credit Options

**Course Credit Status (CB04)**

Non-Credit

**Course Non Credit Category (CB22)**

No value

**Course Classification Code (CB11)**

No value

**Funding Agency Category (CB23)**

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

**Weekly Student Hours**

	In Class	Out of Class
Lecture Hours	4.5	9
Laboratory Hours	0	0
NA Hours	0	0

**Course Student Hours**

<b>Course Duration (Weeks)</b>	12
<b>Hours per unit divisor</b>	36
<b>Course In-Class (Contact) Hours</b>	
Lecture	54
Laboratory	0
NA	0
<b>Total</b>	54
<b>Course Out-of-Class Hours</b>	
Lecture	108
Laboratory	0
NA	0
<b>Total</b>	108

Units and Hours - Weekly Specialty Hours			
Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value
SKIP			
No Value			

Specifications	
Methods of Instruction	
Methods of Instruction	Methods of Instruction
Methods of Instruction	Collaborative learning and small group exercises Collaborative projects Discussion and problem-solving performed in class Discussion of assigned reading

Guest speakers  
 Homework and extended projects  
 In-class essays  
 In-class exploration of internet sites  
 Lecture and visual aids  
 Quiz and examination review performed in class

### Assignments

- A. Read assigned texts on comparing and contrasting difference and similarities between Mandarin and English.
- B. Practical exercises of locating translation samples of authentic materials to analyze the reasoning behind the use of the tense, moods and lexicon choice in a translation.
- C. Write reflections and conduct rhetorical analysis the reasoning behind the use of the tenses, moods and lexicon choice in a translation.
- D. Write reflections to identify the syntactic differences and similarities between Mandarin and English.
- E. Form debating activities on issues of appropriate grammar terminology between Mandarin and English.

### Methods of Evaluation

Methods of Evaluation

### Methods of Evaluation

- A. Reading assignments will be evaluated on the basis of comparing and contrasting phonology and linguistics between Mandarin and English.
- B. Oral and written chapter tests will be evaluated on the basis of identifying the syntactic differences and similarities between Mandarin and English.
- C. Mid-term examination: an individual written and oral presentation will be evaluated on the basis of developing awareness for lexical entries between Mandarin and English.
- D. Final examination: an individual written and oral presentation or a group oral presentation or an interview with the instructor will be evaluated on the basis of analyzing the reasoning behind the use of the tenses, moods and lexicon choice in a translation.
- E. Participation discussion and debating activities in class on issues of appropriate grammar terminology between Mandarin and English.

### Essential Student Materials/Essential College Facilities

#### Essential Student Materials:

- None

#### Essential College Facilities:

- None

### Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Eli Goodson, Jacob	MANDARIN AND ENGLISH COMPARED: TEXTBOOK	Independently published	2021	

Brinton, Laurel J., Honeybone, Patrick; Kortmann, Bernd (Editors)	English Language & Linguistics	Cambridge University Press	2018
Wang, William S-Y and Sun, Chaofen (Editors)	The Oxford Handbook of Chinese Linguistics	Oxford University Press	2015
Huang, James; Li, Audrey and Simpson, Andres (Editors)	The Handbook of Chinese Linguistics (ebook, PDF File)	Wiley Blackwell	2014
<b>Suggested Reading List</b>  No Value			

## Learning Outcomes

### Course Objectives

Compare and Analyze Phonology between Mandarin and English

Recognize Contrastive Analysis between Mandarin and English

Discuss Nouns, Pronouns and Noun Phrases between Mandarin and English

Compare Articles, Adjectives, Adverbs, Prepositions and Conjunctions between Mandarin and English

Compare and Analyze Verb Structures between Mandarin and English

Compare Tense and Mood between English and Mandarin

Discuss Vocabulary Structures between Mandarin and English

Analyze and Discuss Syntax between Mandarin and English

Identify Grammar Structures in Questions, Negations, Passives, Commands and Complex Sentences between Mandarin and English

Recognize Semantics between Mandarin and English

## CSLOs

Compare and contrast phonology of English and Mandarin.

Expected SLO Performance: 0.0

Identify the syntactic differences and similarities between Mandarin and English.

Expected SLO Performance: 0.0

Develop awareness for lexical entries between Mandarin and English.

Expected SLO Performance: 0.0

Analyze the reasoning behind the use of the tenses, moods and lexicon choice in a translation.

Expected SLO Performance: 0.0

Demonstrate appropriate grammar terminology between Mandarin and English.

Expected SLO Performance: 0.0

## Outline

### Course Outline

#### A. Compare and Analyze Phonology between Mandarin and English

1. Phonemes
2. Phonological Rules
3. Stress and Intonation in English
4. Tones in Mandarin
5. Other Prosodic Features
  - a. Liaison
  - b. Assimilation
  - c. Elision

#### B. Recognize Contrastive Analysis between Mandarin and English

1. Origin and History of Mandarin and English
2. Compare Lectures between Mandarin and English
3. Correspondences between Languages and Implications
  - a. Compare and contrast the different routes for reading and writing between Mandarin and English speakers
  - b. Compare and contrast the different routes for listening and speaking between Mandarin and English speakers

#### C. Discuss Nouns, Pronouns, and Noun Phrases between Mandarin and English

1. Abstract Nouns in English
2. Concrete Nouns in Mandarin
3. Compare Pronouns (Personal, Possessive, and Direct/Indirect) between Mandarin and English
4. Different Ways to Modify Noun Phrases between Mandarin and English

#### D. Compare Articles, Adjectives, Adverbs, Prepositions, and Conjunctions between Mandarin and English

1. No Articles in Mandarin
2. The "ba3" Structure in Mandarin as a Preposition
3. Compare "he3" (and) Functions between Mandarin and English
4. Different Sentence Orders of Adverbs between Mandarin and English
5. Mandarin Adjectives as Static Verbs
6. No Auxiliaries in English

#### E. Compare and Analyze Verb Structures between Mandarin and English

1. Short Verbs with Particles in English as Phrasal Verbs
2. Compare Tenses between Mandarin and English
3. Diminutive, Augmentative, and Pejorative Suffixes in English
4. Compare Different Verb Structures between Mandarin and English
  - a. Existential and Connecting Verbs
  - b. Separable Verbs
  - c. Directional Verbs
  - d. Psychological Verbs
  - e. Causative Verbs

#### F. Compare Tense and Mood between English and Mandarin

1. Indicative
2. Subjunctive
3. Imperative

4. Infinitive
5. Compare Past, Present, and Future Tenses between Mandarin and English
- G. Discuss Vocabulary Structures between Mandarin and English
  1. Neologisms in English
  2. Two or Three Characters Form a Vocabulary in Mandarin
  3. Base Characters with Semantic Meaning in Mandarin
  4. Alphabet versus Character (Ideograph) Writing
- H. Analyze and Discuss Syntax between Mandarin and English
  1. Phrase Structure
  2. The Meaning of Mandarin Word Order versus English Word Order
  3. Translating Word by Word from Mandarin to English
  4. Translating Word by Word from English to Mandarin
- I. Identify Grammar Structures in Questions, Negations, Passives, Commands, and Complex Sentences between Mandarin and English
  1. Affirmative and Declarative Sentences
  2. Different Clauses
  3. Compare Different Emphasis in Sentences
  4. Passive versus Active Voice
  5. Avoid Recurrences or Word Repetition in Sentences
- J. Recognize Semantics between Mandarin and English
  1. Address and Reference
  2. Stylistics
  3. Slang and Idioms
    - a. Know the History and Stories of Chinese Idioms (Four-Character Expressions)
    - b. Comprehend Context in English Slang
  4. Politeness and Genderlect
  5. Cognates and False Cognates
  6. Cultural Allusions and Lexical Variations
  7. Denotation and Connotation
  8. Grammar in Discourse

## Blue Form

For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.

No Value

1. Is the unit(s) change required for articulation?

No Value

2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.



No Value

**Office Use ONLY:** For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

- Units: 0
- Lec Hrs: 4.5
- Load: 0
- Seat Ct: 0
- (mkct 3/7/2025)

**Req/Adv****Prerequisite(s):**

No Value

**Corequisite(s):**

No Value

**Advisory(ies):**

- ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.

**Advisory(ies) - Other:**

No Value

**Limitation(s) on Enrollment:**

No Value

**Limitation(s) on Enrollment - Other:**

No Value

**Entrance Skills(s):**

No Value

**Entrance Skill(s) - Other:**

No Value

**General Course Statement(s):**

- NONCREDIT: (This is a noncredit enhanced, CTE course.)

**General Course Statement(s) - Other:**

No Value

**A-Matrix Form**

EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

**Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.**

No Value

**Objective 2: Compose essays drawn from personal experience and assigned texts.**

No Value

**Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.**

No Value

**Objective 4: Create syntactically varied sentences that are free of mechanical errors.**

No Value

**Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.**

No Value

**B-Matrix Form**

ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

**Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.**

Assignment C: Write reflections and conduct rhetorical analysis the reasoning behind the use of the tenses, moods and lexicon choice in a translation.

**Objective 2: Develop analytical ideas and topics for essays.**

Assignment D: Write reflections to identify the syntactic differences and similarities between Mandarin and English.

**Objective 3: Compose and support thesis statements for analytical essays.**

Assignment E: Form debating activities on issues of appropriate grammar terminology between Mandarin and English.

**Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.**

Methods of Evaluation C: Mid-term examination: an individual written and oral presentation will be evaluated on the basis of developing awareness for lexical entries between Mandarin and English.

**Objective 5: Identify and practice writing for different audiences and purposes.**

Methods of Evaluation E: Participation discussion and debating activities in class on issues of appropriate grammar terminology between Mandarin and English.

**Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.**

Assignment B: Practical exercises of locating translation samples of authentic materials to analyze the reasoning behind the use of the tense, moods and lexicon choice in a translation.

**Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.**

Assignment E: Form debating activities on issues of appropriate grammar terminology between Mandarin and English.

**Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.**

Methods of Evaluation D: Final examination: an individual written and oral presentation or a group oral presentation or an interview with the instructor will be evaluated on the basis of analyzing the reasoning behind the use of the tenses, moods and lexicon choice in a translation.

**Objective 9: Demonstrate appropriate grammar usage and mechanics.**

Methods of Evaluation B: Oral and written chapter tests will be evaluated on the basis of identifying the syntactic differences and similarities between Mandarin and English.

**C-Matrix Form**

ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

**Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.**

No Value

**Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.**

No Value

**Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.**

No Value

**Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.**

No Value

**Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.**

No Value

**D-Matrix Form**

Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

**Objective 1:** Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.

No Value

**Objective 2:** Investigate the use of mathematics in real world.

No Value

**Objective 3:** Explore functions.

No Value

**Objective 4:** Develop linear function models.

No Value

**Objective 5:** Use systems of two linear equations to solve real world problems.

No Value

**Objective 6:** Use linear inequalities in one variable to solve real world problems.

No Value

**Objective 7:** Examine exponential expressions and develop exponential function models.

No Value

**Objective 8:** Examine logarithmic expressions and develop logarithmic function models.

No Value

**Objective 9:** Develop quadratic function models to solve problems.

No Value

**Objective 10:** Investigate the characteristics of rational expressions.

No Value

**Objective 11:** Develop skills to work with radical expressions.

No Value

**E-Matrix Form**

Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

**Objective 1:** Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

**Objective 2:** Explore the function concept algebraically, numerically, verbally and graphically.

No Value

**Objective 3:** Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

**Objective 4:** Develop linear function models to solve problems.

No Value

**Objective 5:** Use systems of two linear equations to solve real-world problems.

No Value

**Objective 6:** Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

**Objective 7:** Develop quadratic function models to solve problems.

No Value

**Objective 8:** Use inequalities to solve real world problems.

No Value

**Objective 9:** Explore arithmetic sequences and series.

No Value

**Objective 10:** Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

**F-Matrix Form**

Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

**Objective 1:** Develop, throughout the course as applicable, systematic problem solving methods.

No Value

**Objective 2:** Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

**Objective 3:** Apply the order of operations to evaluate signed numerical expressions.

No Value

**Objective 4:** Solve problems involving operations with signed numbers.

No Value

**Objective 5:** Explore the characteristics and properties of real numbers.

No Value

**Objective 6:** Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

**Objective 7:** Explore rates and ratios and use proportions to solve problems.

No Value

**Objective 8:** Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

**Objective 9:** Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

**Objective 10:** Solve linear equations in one variable numerically and algebraically.

No Value

**Objective 11:** Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

**Objective 12:** Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

### G-Matrix Form

If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.

No Value

If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.

No Value

### H-Matrix Form

**Objective 1:** For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

**Objective 2:** For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

**Objective 3:** For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

**Objective 4:** For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

**Objective 5:** For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

**Objective 6:** For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

### De Anza GE Form

**Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

## Comments

**Stage 2: Department Chair**

No Value

**Stage 3: Division Curriculum Representative**

No Value

**Stage 4: Division Dean**

No Value

**Stage 5: SLO Coordinator**

No Value

**Stage 7: Content Review Matrix Liaison**

No Value



## Stage 8: Dean of Online Learning

Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
2/19/25	Gabriela Nocito on behalf of COOL Members	Basic Information - Proposal Details – Attachments: Hybrid Course Delivery Request	Required	-Please adjust percentages of hybrid face-to-face. It cannot be 100% otherwise it would not be a Hybrid course (suggestion 50% to 90%) -Please adjust explanation on question 6 of the form to match correct percentages. -Please clarify the acronyms "ACT" and "DDS" on question #12 of the form. Most likely, only DSPS will be a resource.	Y

## Stage 9: Articulation Officer

No Value

## Stage 10: De Anza General Education

No Value

## Stage 13: Curriculum Committee

No Value

## CO

## Sort ID (00 &lt; 10; 0 &lt; 100)

No Value

## Course Status

No Value

## Course Characteristics

No Value

## Cross-Listed/Related Course Information

No Value

## Cross-Listed/Related Course ID's

No Value

## DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

- Changed 5-year revision to match credit course – ACE

# Course Outline of Record Report

03/19/2025

## MANDD354. : Sight Translation

### General Information

<b>Faculty Initiator:</b>	<ul style="list-style-type: none"><li>Huafu Liu</li></ul>
<b>Attachments:</b>	Hybrid_MAND_354_2026F.pdf Online_MAND_354_2026F.pdf
<b>Course ID (CB01A and CB01B) :</b>	MANDD354.
<b>Short Course Title:</b>	SIGHT TRANSLATION
<b>Course Title (CB02) :</b>	Sight Translation
<b>Department:</b>	MAND - Mandarin
<b>Effective Term:</b>	Fall 2026
<b>TOP Code (CB03) :</b>	(2140.00) *Legal and Community Interpretation
<b>CIP Code:</b>	(16.0103) Language Interpretation and Translation.
<b>SAM Priority Code (CB09) :</b>	Clearly Occupational
<b>Distance Education Approved:</b>	Yes
<b>Course Control Number:</b>	No value
<b>Curriculum Committee Approval Date:</b>	Pending
<b>Board of Trustees Approval Date:</b>	Pending
<b>External Review Approval Date:</b>	09/01/2020
<b>Course Description:</b>	<p>This course will introduce students to the fundamental skill of sight translation. Students will learn how to comply with the legal equivalence requirements of this mode of interpretation. There will be an emphasis on reviewing the necessary reading comprehension skills, acquiring the ability to analyze text upon first reading, acquiring vocabulary research skills, expanding vocabulary and understanding the role of the interpreter. Students will practice paraphrasing, chunking, prediction, and expanding and condensing exercises to finally develop the skills necessary for performing sight translation of complex texts.</p>
<b>Course Type (CB27) :</b>	<ul style="list-style-type: none"><li>Lower Division</li></ul>
<b>Mode of Delivery:</b>	<ul style="list-style-type: none"><li>Online</li><li>Hybrid</li></ul>
<b>Faculty Initiator:</b>	No value
<b>Course Family:</b>	Not Applicable

### Faculty Requirements

<b>Discipline 1:</b>	<ul style="list-style-type: none"><li>Court Interpreting</li></ul>
<b>Discipline 2:</b>	No value
<b>Discipline 3:</b>	No value
<b>FSA:</b>	<ul style="list-style-type: none"><li>FHDA FSA - MANDARIN</li></ul>

### Formerly Statement

#### Formerly Statement

No Value

### Course Justification

#### Course Justification

This is a noncredit enhanced CTE course. It belongs to the Level One Certificate of Completion in Mandarin Translation and Interpretation. This course will introduce students to the fundamental skill of sight translation.

### Stand-Alone Statement

#### Stand-Alone Statement

No Value

### Course Philosophy

#### Course Philosophy

No Value

### CTE Course

#### Is this a CTE (Career Technical Education) course?

Yes

### Honors/Non-honors Course

#### Is this an honors/non-honors course?

No

## Mirrored Credit/Noncredit Course

### Is this a mirrored credit/noncredit course?

Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

## Cross-listed Course

### Is this a cross-listed course?

No

## Foothill Equivalency

### Does the course have a Foothill equivalent?

No

### Foothill Faculty Consultation Name

No Value

### Foothill Course ID

No Value

## Course Development Options

### Basic Skill Status (CB08)

Course is not a basic skills course.

### Course Special Class Status (CB13)

Course is not a special class.

### Grade Options

- Letter Grade
- Pass/No Pass

### Repeat Limit

99

### Course Prior To College Level

Not applicable.

### Repeatability Statement

(No limit on student re-enrollment for 0 unit courses.)

### Course Support Status (CB26)

Course is not a support course

## Associated Programs

☒ Course is part of a program

Associated Program

Award Type

Active

Mandarin Translation and Interpretation Level  
One (In Development)

Certificate of Competency

Fall 2026

Mandarin Translation and Interpretation Level  
Two (In Development)

Certificate of Completion

Fall 2026

## Transferability & Gen. Ed. Options

### Course General Education Status (CB25)

Y

### Transferability (CB05)

Not transferable

### Transferability Status

Not transferable

## UC Transferable and/or Lower-Division Major Requirement

### Will the course be UC transferable?

No

### If yes, identify the lower-division UC course and campus.

No Value

### Will the course fulfill a UC/CSU lower-division major requirement?

No

### If yes, identify the UC/CSU campus, course and major.

No Value

## Units and Hours

### Summary

Minimum Credit Units 0

Maximum Credit Units 0

Total Course In-Class  
(Contact) Hours 54

Total Course Out-of-Class  
Hours 108

Total Student Learning Hours 54

### Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

No value

Course Classification Code (CB11)

No value

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

☐

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	4.5	9
Laboratory Hours	0	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	0
NA	0
Total	54
Course Out-of-Class Hours	
Lecture	108
Laboratory	0
NA	0
Total	108

Units and Hours - Weekly Specialty Hours			
Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value
SKIP			
No Value			

Specifications	
Methods of Instruction	
Methods of Instruction	Methods of Instruction
Methods of Instruction	Collaborative learning and small group exercises Collaborative projects Discussion and problem-solving performed in class Discussion of assigned reading

Guest speakers  
Homework and extended projects  
In-class essays  
In-class exploration of internet sites  
Lecture and visual aids  
Quiz and examination review performed in class

### Assignments

- A. Read assigned quotes, excerpts and texts to have a fundamental comprehension of the interpreting and sight translation.
- B. Write an essay that analyzes, compares and contrasts various topics discussed in class that reinforce the appropriate use of sight translation in various settings.
- C. Practice Mandarin-English and English-Mandarin sight translation by selecting from authentic materials through articles, news, medias, etc. to demonstrate the skills necessary to have situational control to enable them to perform the sight translation task at hand.
- D. Write reflections on applying structured research techniques for finding target language equivalents
- E. Participate in debating activities through demonstrating the skills necessary to have situational control to enable them to perform the sight translation task at hand

### Methods of Evaluation

Methods of Evaluation

### Methods of Evaluation

- A. Reading assignments will be evaluated on the basis of differentiating between and having a fundamental understanding of the sight translation and recognizing the appropriate use of sight translation in various settings.
- B. Oral and written chapter tests will be evaluated on the basis of identifying common pitfalls encountered during the sight translation task.
- C. Mid-term examination: an individual written and oral presentation will be evaluated on the basis of demonstrating the skills necessary to have situational control to enable them to perform the sight translation task at hand.
- D. Final research paper: an individual written and oral presentation or a group oral presentation or an interview with the instructor will be evaluated on the basis of applying structured research techniques for finding target language equivalents.
- E. Oral presentation will be evaluated on the basis of delivering one message while analyzing and preparing the rendition of next message to be delivered.
- F. Participation discussion and debating activities in class through demonstrating the skills necessary to have situational control to enable them to perform the sight translation task at hand.

### Essential Student Materials/Essential College Facilities

#### Essential Student Materials:

- None

#### Essential College Facilities:

- None



Examples of Primary Texts and References				
Author	Title	Publisher	Date/Edition	ISBN
Wenchao Su	Eye-Tracking Processes and Styles in Sight Translation (New Frontiers in Translation Studies)	Springer	2020/First Edition	
Mikkelson, Holly & Jourdenais, Renee	The Routledge Handbook of Interpreting	N.Y., Routledge	2015	
Riccardo Moratto, Cheng Zhan	The Routledge Handbook of Chinese Interpreting	N.Y, Routledge	2024	
Mikkelson, Holly	Edge 21: Sight Translation, First Edition	Acebo	2006	
<b>Suggested Reading List</b>				
No Value				

Learning Outcomes
<b>Course Objectives</b>
Recognize Sight Translation
Recognize Elements of Sight Translation
Demonstrate Sight Translation in Various Settings
Develop Skills in Sight Translation
Analyze the Role of the Interpreter
Discuss Interpreter's Impact

## CSLOs

**Recognize the appropriate use of sight translation in various settings.**

Expected SLO Performance: 0.0

**Identify common pitfalls encountered during the sight translation task.**

Expected SLO Performance: 0.0

**Apply structured research techniques for finding target language equivalents.**

Expected SLO Performance: 0.0

**Demonstrate the skills necessary to have situational control to enable them to perform the sight translation task at hand.**

Expected SLO Performance: 0.0

## Outline

### Course Outline

- A. Recognize Sight Translation
  - 1. Brief review of the three modes of interpretation
  - 2. Definition of sight translation
  - 3. Common pitfalls encountered in sight translation
- B. Recognize Elements of Sight Translation
  - 1. Legal requirement to conserve the style, tone, meaning and language level
  - 2. Aspects of written language to manage
  - 3. Term records: Introduce students to the various steps in a term record and the purpose accomplished at each step
  - 4. Importance of text analysis and strong reading comprehension skills
  - 5. Introduce to prediction skills utilized by the interpreter
- C. Demonstrate Sight Translation in Various Settings
  - 1. Step by step introduction to sight translation exercises
  - 2. Typical English to Mandarin sight translation texts in legal and medical settings
  - 3. Typical Mandarin to English sight translation in legal and medical settings
  - 4. Develop vocabulary for formulaic constructions in each setting
- D. Develop Skills in Sight Translation
  - 1. Public speaking focus on voice projection, clear enunciation, good posture, and smooth delivery
  - 2. Work with common pitfalls such as no punctuation, passive voice, and noun chains
- E. Analyze the Role of the Interpreter
  - 1. Ethical obligations and obstacles to adhering to ethics
  - 2. Review of relevant legislation and applicable statutes in the interpreting setting
  - 3. Proper preparation for the sight translation task
- F. Discuss Interpreter's Impact
  - 1. Analysis of Interpreter Errors
  - 2. Emphasis on legal equivalence requirement

## Blue Form

**For changes to the units and hours tab; 1) Contact the Curriculum Office at [curriculum@fhda.edu](mailto:curriculum@fhda.edu) with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.**

No Value

**1. Is the unit(s) change required for articulation?**

No Value

**2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.**

No Value

**3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.**

No Value

**Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.**

No Value

**Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.**

No Value

**Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.**

Units: 0

Lec Hours: 4.5

Load: 0

Seat Ct: 0

(mkct 03/18/2026)

## Req/Adv

### Prerequisite(s):

No Value

### Corequisite(s):

No Value

### Advisory(ies):

- ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.

### Advisory(ies) - Other:

No Value

### Limitation(s) on Enrollment:

No Value

### Limitation(s) on Enrollment - Other:

No Value

**Entrance Skills(s):**

No Value

**Entrance Skill(s) - Other:**

No Value

**General Course Statement(s):**

- NONCREDIT: (This is a noncredit enhanced, CTE course.)

**General Course Statement(s) - Other:**

No Value

**A-Matrix Form**

**EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

**Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.**

No Value

**Objective 2: Compose essays drawn from personal experience and assigned texts.**

No Value

**Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.**

No Value

**Objective 4: Create syntactically varied sentences that are free of mechanical errors.**

No Value

**Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.**

No Value

**B-Matrix Form**

**ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

**Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.**

Assignment B: Write an essay that analyzes, compares and contrasts various topics discussed in class that reinforce the appropriate use of sight translation in various settings.

**Objective 2: Develop analytical ideas and topics for essays.**

Assignment C: Practice Mandarin-English and English-Mandarin sight translation by selecting from authentic materials through articles, news, medias, etc. to demonstrate the skills necessary to have situational control to enable them to perform the sight translation task at hand.

**Objective 3: Compose and support thesis statements for analytical essays.**

Assignment D: Write reflections on applying structured research techniques for finding target language equivalents.

**Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.**

Methods of Evaluation C: Mid-term examination: an individual written and oral presentation will be evaluated on the basis of demonstrating the skills necessary to have situational control to enable them to perform the sight translation task at hand.

**Objective 5: Identify and practice writing for different audiences and purposes.**

Methods of Evaluation B: Oral and written chapter tests will be evaluated on the basis of identifying common pitfalls encountered during the sight translation task.

**Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.**

Assignment B: Write an essay that analyzes, compares and contrasts various topics discussed in class that reinforce the appropriate use of sight translation in various settings.

**Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.**

Methods of Evaluation B: Oral and written chapter tests will be evaluated on the basis of identifying common pitfalls encountered during the sight translation task.

**Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.**

Methods of Evaluation D: Final research paper: an individual written and oral presentation or a group oral presentation or an interview with the instructor will be evaluated on the basis of applying structured research techniques for finding target language equivalents.

**Objective 9: Demonstrate appropriate grammar usage and mechanics.**

Assignment C: Practice Mandarin-English and English-Mandarin sight translation by selecting from authentic materials through articles, news, medias, etc. to demonstrate the skills necessary to have situational control to enable them to perform the sight translation task at hand.

## **C-Matrix Form**

**ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

**Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.**

No Value

**Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.**

No Value

**Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.**

No Value

**Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.**

No Value

**Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.**

No Value

## **D-Matrix Form**

**Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

**Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.**

No Value

**Objective 2: Investigate the use of mathematics in real world.**

No Value

**Objective 3: Explore functions.**

No Value

**Objective 4: Develop linear function models.**

No Value

**Objective 5: Use systems of two linear equations to solve real world problems.**

No Value

**Objective 6: Use linear inequalities in one variable to solve real world problems.**

No Value
<b>Objective 7: Examine exponential expressions and develop exponential function models.</b>
No Value
<b>Objective 8: Examine logarithmic expressions and develop logarithmic function models.</b>
No Value
<b>Objective 9: Develop quadratic function models to solve problems.</b>
No Value
<b>Objective 10: Investigate the characteristics of rational expressions.</b>
No Value
<b>Objective 11: Develop skills to work with radical expressions.</b>
No Value

<b>E-Matrix Form</b>
<b>Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b>
No Value
<b>Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.</b>
No Value
<b>Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.</b>
No Value
<b>Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.</b>
No Value
<b>Objective 4: Develop linear function models to solve problems.</b>
No Value
<b>Objective 5: Use systems of two linear equations to solve real-world problems.</b>
No Value
<b>Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.</b>

No Value

**Objective 7: Develop quadratic function models to solve problems.**

No Value

**Objective 8: Use inequalities to solve real world problems.**

No Value

**Objective 9: Explore arithmetic sequences and series.**

No Value

**Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.**

No Value

## **F-Matrix Form**

**Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

**Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.**

No Value

**Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.**

No Value

**Objective 3: Apply the order of operations to evaluate signed numerical expressions.**

No Value

**Objective 4: Solve problems involving operations with signed numbers.**

No Value

**Objective 5: Explore the characteristics and properties of real numbers.**

No Value

**Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.**

No Value

**Objective 7: Explore rates and ratios and use proportions to solve problems.**



No Value

**Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.**

No Value

**Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.**

No Value

**Objective 10: Solve linear equations in one variable numerically and algebraically.**

No Value

**Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.**

No Value

**Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.**

No Value

## G-Matrix Form

**If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.**

No Value

**If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.**

No Value

## H-Matrix Form

**Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.**

No Value

**Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.**

No Value

**Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.**

No Value

**Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.**

No Value

**Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.**

No Value

**Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.**

No Value

## De Anza GE Form

**Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

## Comments

<b>Stage 2: Department Chair</b>						
No Value						
<b>Stage 3: Division Curriculum Representative</b>						
No Value						
<b>Stage 4: Division Dean</b>						
No Value						
<b>Stage 5: SLO Coordinator</b>						
No Value						
<b>Stage 7: Content Review Matrix Liaison</b>						
No Value						
<b>Stage 8: Dean of Online Learning</b>						
<b>Date</b>	<b>Name - Role OR Tab</b>	<b>Part - Field</b>	<b>Type of Edit</b>	<b>Edit</b>	<b>Initiator - Indicate "Y" When Completed</b>	
3/10/25	Gabriela Nocito on behalf of COOL Members	Basic Information - Proposal Details – Attachments: Hybrid Course Delivery Request	Required	-Please adjust percentages of hybrid face-to-face. It cannot be 100% otherwise it would not be a Hybrid course (suggestion 50% to 90%) -Please adjust explanation on question 6 of the form to match correct percentages. -Please clarify acronyms “ACT” and “DDS” on question #12 of the form. Most likely, only DSPS will be a resource.	Y	
<b>Stage 9: Articulation Officer</b>						
No Value						
<b>Stage 10: De Anza General Education</b>						
No Value						
<b>Stage 13: Curriculum Committee</b>						
No Value						

<b>CO</b>
<b>Sort ID (00 &lt; 10; 0 &lt; 100)</b>
No Value
<b>Course Status</b>

No Value
<b>Course Characteristics</b> No Value
<b>Cross-Listed/Related Course Information</b> No Value
<b>Cross-Listed/Related Course ID's</b> No Value
<b>DL Approval Date (MM/DD/YYYY)</b> No Value
<b>Hybrid Approval Date (MM/DD/YYYY)</b> No Value
<b>Curriculum Office Notes</b> <ul style="list-style-type: none"><li>• Changed 5-year revision to match credit course – ACE</li></ul>

# Course Outline of Record Report

03/19/2025

## MANDD355A : Consecutive Interpretation I

### General Information

<b>Faculty Initiator:</b>	<ul style="list-style-type: none"><li>Huafu Liu</li></ul>
<b>Attachments:</b>	Hybrid_MAND_355A_2026F.pdf Online_MAND_355A_2026F.pdf ReqAdv_G_MAND_355A_2026F_1.pdf
<b>Course ID (CB01A and CB01B) :</b>	MANDD355A
<b>Short Course Title:</b>	CONSECUTIVE INTERPRETATION I
<b>Course Title (CB02) :</b>	Consecutive Interpretation I
<b>Department:</b>	MAND - Mandarin
<b>Effective Term:</b>	Fall 2026
<b>TOP Code (CB03) :</b>	(2140.00) *Legal and Community Interpretation
<b>CIP Code:</b>	(16.0103) Language Interpretation and Translation.
<b>SAM Priority Code (CB09) :</b>	Clearly Occupational
<b>Distance Education Approved:</b>	Yes
<b>Course Control Number:</b>	No value
<b>Curriculum Committee Approval Date:</b>	Pending
<b>Board of Trustees Approval Date:</b>	Pending
<b>External Review Approval Date:</b>	09/01/2020
<b>Course Description:</b>	This course will introduce students to consecutive legal interpretation. Students will learn how to comply with the legal equivalence requirements of consecutive interpretation. They will also be introduced to the proper usage of this mode of interpretation in various settings. There will be a focus on memory building skills as well as note taking techniques. Students will begin to develop their own note taking systems and symbols. Through guided exercises, students will continue to build vocabulary and learn how to deal with various factors encountered when using the consecutive mode of interpretation.
<b>Course Type (CB27) :</b>	<ul style="list-style-type: none"><li>Lower Division</li></ul>
<b>Mode of Delivery:</b>	<ul style="list-style-type: none"><li>Online</li><li>Hybrid</li></ul>
<b>Faculty Initiator:</b>	No value
<b>Course Family:</b>	Not Applicable

### Faculty Requirements

<b>Discipline 1:</b>	<ul style="list-style-type: none"><li>Court Interpreting</li></ul>
<b>Discipline 2:</b>	No value
<b>Discipline 3:</b>	No value
<b>FSA:</b>	<ul style="list-style-type: none"><li>FHDA FSA - MANDARIN</li></ul>

### Formerly Statement

#### Formerly Statement

No Value

### Course Justification

#### Course Justification

This is a noncredit enhanced CTE course. It belongs to the Level Two Certificate of Completion in Mandarin Translation and Interpretation. This course will introduce students to consecutive legal interpretation. Students will learn how to comply with the legal equivalence requirements of consecutive interpretation.

### Stand-Alone Statement

#### Stand-Alone Statement

No Value

### Course Philosophy

#### Course Philosophy

No Value

### CTE Course

#### Is this a CTE (Career Technical Education) course?

Yes

### Honors/Non-honors Course

#### Is this an honors/non-honors course?

No

## Mirrored Credit/Noncredit Course

### Is this a mirrored credit/noncredit course?

Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

## Cross-listed Course

### Is this a cross-listed course?

No

## Foothill Equivalency

### Does the course have a Foothill equivalent?

No

### Foothill Faculty Consultation Name

No Value

### Foothill Course ID

No Value

## Course Development Options

### Basic Skill Status (CB08)

Course is not a basic skills course.

### Course Special Class Status (CB13)

Course is not a special class.

### Grade Options

- Letter Grade
- Pass/No Pass

### Repeat Limit

99

### Course Prior To College Level

Not applicable.

### Repeatability Statement

(No limit on student re-enrollment for 0 unit courses.)

### Course Support Status (CB26)

Course is not a support course

## Associated Programs

☒ Course is part of a program

Associated Program

Award Type

Active

## Transferability & Gen. Ed. Options

### Course General Education Status (CB25)

Y

### Transferability (CB05)

Not transferable

### Transferability Status

Not transferable

## UC Transferable and/or Lower-Division Major Requirement

### Will the course be UC transferable?

No

### If yes, identify the lower-division UC course and campus.

No Value

### Will the course fulfill a UC/CSU lower-division major requirement?

No

### If yes, identify the UC/CSU campus, course and major.

No Value

## Units and Hours

### Summary

Minimum Credit Units 0

Maximum Credit Units 0

Total Course In-Class  
(Contact) Hours 54

Total Course Out-of-Class  
Hours 108

Total Student Learning Hours 54

### Credit / Non-Credit Options

#### Course Credit Status (CB04)

Non-Credit

#### Course Non Credit Category (CB22)

No value



**Course Classification Code (CB11)**

No value

☐ Variable Credit Course**Funding Agency Category (CB23)**

Not Applicable.

Cooperative Work Experience Education

☐ Status (CB10)**Weekly Student Hours**

	In Class	Out of Class
Lecture Hours	4.5	9
Laboratory Hours	0	0
NA Hours	0	0

**Course Student Hours**

<b>Course Duration (Weeks)</b>	12
<b>Hours per unit divisor</b>	36
<b>Course In-Class (Contact) Hours</b>	
Lecture	54
Laboratory	0
NA	0
<b>Total</b>	54
<b>Course Out-of-Class Hours</b>	
Lecture	108
Laboratory	0
NA	0
<b>Total</b>	108

**Units and Hours - Weekly Specialty Hours**

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

**SKIP**

No Value

**Specifications****Methods of Instruction****Methods of Instruction**

Methods of Instruction

**Methods of Instruction**

Collaborative learning and small group exercises  
Collaborative projects  
Discussion and problem-solving performed in class  
Discussion of assigned reading  
Guest speakers  
Homework and extended projects  
In-class essays  
In-class exploration of internet sites  
Lecture and visual aids  
Quiz and examination review performed in class

## Assignments

- A. Observe conversations of consecutive interpretation from legal settings to improve the recognition of visual cues and write essays
  1. Essay discussing the importance of a pre-appearance interview and the legal statutes that support this practice in legal setting
  2. Essay discussing the various techniques for enhancing retention focusing on the technique that best suits them personally
- B. Preparation of interpreting exercises
  1. Listening comprehension exercises
  2. Memory building exercises
  3. Pre-interpreting warm up exercises on memory, visualization, verbalization, chunking and note-taking
  4. Improvise testimony and first consecutive interpreting exercise
  5. Varied interpreting exercises

## Methods of Evaluation

Methods of Evaluation

## Methods of Evaluation

- A. Reading assignments will be evaluated on the basis of using consecutive interpretation in the appropriate situations in court and in health care setting.
- B. Oral and written chapter tests will be evaluated on the basis of distinguishing between the different types of speech used by speakers and know the implications for the interpreter in order to request a pre-appearance interview for proper preparation before an interpretation.
- C. Mid-term examination: an individual written and oral presentation will be evaluated on the basis of applying the appropriate mode of interpretation to objections made by attorneys during witness testimony.
- D. Final research paper: an individual written and oral presentation or a group oral presentation or an interview with the instructor will be evaluated on the basis of developing a personal note-taking system and enhancing retention using different techniques.
- E. In-Class modeling of interpreting exercises will be evaluated on the basis of applying the legal equivalence requirement to the consecutive mode of interpretation.
- F. Participation discussion and debating activities in class on how to manage impediments to their performance such as rate of speech, long utterances, unfamiliar terminology and poor acoustics.

## Essential Student Materials/Essential College Facilities

### Essential Student Materials:

- None

### Essential College Facilities:

- None

## Examples of Primary Texts and References

Author

Title

Publisher

Date/Edition

ISBN

Gillies, Andrew	Consecutive Interpreting: A Short Course (Translation Practices Explained)	Routledge	2019/First Edition
Kozin, Alexander	Consecutive Interpreting: An Interdisciplinary Study (Palgrave Studies in Translating and Interpreting)	Palgrave Studies in Translating and Interpreting	2019
Gillies, Andrew	Conference Interpreting: A Student's Practice Book	Routledge	2024
Someya, Yasumasa, Editor	Consecutive Notetaking and Interpreter Training (Routledge Advances in Translation and Interpreting Studies)	Routledge	2017/First Edition
Gillies, Andrew	Note-taking for Consecutive Interpreting (Translation Practices Explained)	Routledge	2017/Second Edition
<b>Suggested Reading List</b> No Value			

<b>Learning Outcomes</b>
<b>Course Objectives</b>
Recognize Consecutive Interpretation
Analyze Witness Testimony
Develop Note-Taking Techniques
Address Objections on the Witness Stand
Practice Situational Control

Discuss and Analyze Interpreter's Impact

Analyze the Role of the Interpreter

## CSLOs

**Define retention using different techniques.**

Expected SLO Performance: 0.0

**Request a pre-appearance interview for proper preparation before an interpretation.**

Expected SLO Performance: 0.0

**Distinguish between the different types of speech used by speakers and know the implications for the interpreter.**

Expected SLO Performance: 0.0

**Develop a personal note-taking system.**

Expected SLO Performance: 0.0

**Manage impediments to their performance such as rate of speech, long utterances, unfamiliar terminology and poor acoustics.**

Expected SLO Performance: 0.0

## Outline

### Course Outline

- A. Recognize Consecutive Interpretation
  - 1. Definition and use of consecutive interpretation
    - a. Elements of consecutive interpretation
    - b. Strategies of enhancing retention
    - c. Analyze modeled interpreted testimony
  - 2. Witness testimony and legal equivalence
  - 3. Questioning styles in the courtroom and implications for interpreters
  - 4. Memory and understanding
  - 5. Attentive listening versus hearing
- B. Analyze Witness Testimony
  - 1. Testimony styles: Narrative versus fragmented speech
  - 2. Powerful versus powerless testimony and implications for interpreters
- C. Develop Note-Taking Techniques
  - 1. Pre-Appearance interviews and relevant statutes
  - 2. Note-taking: Techniques and systems introduced
  - 3. Develop a personal note-taking system
- D. Address Objections on the Witness Stand
  - 1. Switch interpretation mode for objections
  - 2. Conservation of register
- E. Practice Situational Control
  - 1. Manage detrimental factors to performance
  - 2. Text Analysis: Slang and curse words
- F. Discuss and Analyze Interpreter's Impact
  - 1. Analyze interpreter errors
  - 2. Conveying style, tone and register
  - 3. Text Analysis: Regionalisms
- G. Analyze the Role of the Interpreter
  - 1. Ethical obligations of the interpreter
  - 2. Literal versus Idiomatic renditions
  - 3. Text Analysis: Idiomatic expressions

## Blue Form

**For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.**

No Value

**1. Is the unit(s) change required for articulation?**

No Value

**2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.**

No Value

**3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.**

No Value

**Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.**

No Value

**Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.**

No Value

**Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.**

- Units: 0
- Lec Hours: 4.5
- Load: 0
- Seat Ct: 0
- (mkct 03/18/2025)

## Req/Adv

**Prerequisite(s):**

MAND D354. or equivalent

**Corequisite(s):**

No Value

**Advisory(ies):**

- ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.

**Advisory(ies) - Other:**

No Value

**Limitation(s) on Enrollment:**

No Value

**Limitation(s) on Enrollment - Other:**

No Value

**Entrance Skills(s):**

No Value

**Entrance Skill(s) - Other:**

No Value

**General Course Statement(s):**

- NONCREDIT: (This is a noncredit enhanced, CTE course.)

**General Course Statement(s) - Other:**

No Value

**A-Matrix Form**

**EWRT D001A or EWRT D01AH or ESL D005. If this is the prerequisite for the course, complete the objective(s) below. If this prerequisite is being removed, provide an explanation as to why.**

No Value

**Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.**

No Value

**Objective 2: Compose essays drawn from personal experience and assigned texts.**

No Value

**Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.**

No Value

**Objective 4: Create syntactically varied sentences that are free of mechanical errors.**

No Value

**Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.**

No Value

## **B-Matrix Form**

**ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

**Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.**

Assignment A.1: Essay discussing the importance of a pre-appearance interview and the legal statutes that support this practice in legal setting.

**Objective 2: Develop analytical ideas and topics for essays.**

Assignment A.2: Essay discussing the various techniques for enhancing retention focusing on the technique that best suits them personally.

**Objective 3: Compose and support thesis statements for analytical essays.**

Methods of Evaluation C: Mid-term examination: an individual written and oral presentation will be evaluated on the basis of applying the appropriate mode of interpretation to objections made by attorneys during witness testimony.

**Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.**

Methods of Evaluation E: In-Class modeling of interpreting exercises will be evaluated on the basis of applying the legal equivalence requirement to the consecutive mode of interpretation.

**Objective 5: Identify and practice writing for different audiences and purposes.**

Outline C: Develop Note-Taking Techniques.

**Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.**

Methods of Evaluation B: Oral and written chapter tests will be evaluated on the basis of distinguishing between the different types of speech used by speakers and know the implications for the interpreter in order to request a pre-appearance interview for proper preparation before an interpretation.

**Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.**

Assignment B.3: Pre-interpreting warm up exercises on memory, visualization, verbalization, chunking and note-taking.

**Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.**

Methods of Evaluation D: Final research paper: an individual written and oral presentation or a group oral presentation or an interview with the instructor will be evaluated on the basis of developing a personal note-taking system and enhancing retention using different techniques.

**Objective 9: Demonstrate appropriate grammar usage and mechanics.**

Assignment A: Observe conversations of consecutive interpretation from legal settings to improve the recognition of visual cues and write essays.



## C-Matrix Form

ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

**Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.**

No Value

**Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.**

No Value

**Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.**

No Value

**Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.**

No Value

**Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.**

No Value

## D-Matrix Form

Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

**Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.**

No Value

**Objective 2: Investigate the use of mathematics in real world.**

No Value

**Objective 3: Explore functions.**

No Value

**Objective 4: Develop linear function models.**

No Value
<b>Objective 5: Use systems of two linear equations to solve real world problems.</b>
No Value
<b>Objective 6: Use linear inequalities in one variable to solve real world problems.</b>
No Value
<b>Objective 7: Examine exponential expressions and develop exponential function models.</b>
No Value
<b>Objective 8: Examine logarithmic expressions and develop logarithmic function models.</b>
No Value
<b>Objective 9: Develop quadratic function models to solve problems.</b>
No Value
<b>Objective 10: Investigate the characteristics of rational expressions.</b>
No Value
<b>Objective 11: Develop skills to work with radical expressions.</b>
No Value

<b>E-Matrix Form</b>
<b>Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b>
No Value
<b>Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.</b>
No Value
<b>Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.</b>
No Value
<b>Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.</b>
No Value
<b>Objective 4: Develop linear function models to solve problems.</b>

No Value
<b>Objective 5: Use systems of two linear equations to solve real-world problems.</b> No Value
<b>Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.</b> No Value
<b>Objective 7: Develop quadratic function models to solve problems.</b> No Value
<b>Objective 8: Use inequalities to solve real world problems.</b> No Value
<b>Objective 9: Explore arithmetic sequences and series.</b> No Value
<b>Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.</b> No Value

<b>F-Matrix Form</b>
<b>Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b> No Value
<b>Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.</b> No Value
<b>Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.</b> No Value
<b>Objective 3: Apply the order of operations to evaluate signed numerical expressions.</b> No Value
<b>Objective 4: Solve problems involving operations with signed numbers.</b> No Value
<b>Objective 5: Explore the characteristics and properties of real numbers.</b>

No Value

**Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.**

No Value

**Objective 7: Explore rates and ratios and use proportions to solve problems.**

No Value

**Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.**

No Value

**Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.**

No Value

**Objective 10: Solve linear equations in one variable numerically and algebraically.**

No Value

**Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.**

No Value

**Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.**

No Value

## G-Matrix Form

**If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.**

No Value

**If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.**

No Value

## H-Matrix Form

**Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.**

No Value

**Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.**

No Value

**Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.**

No Value

**Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.**

No Value

**Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.**

No Value

**Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.**

No Value

## De Anza GE Form

**Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

## Comments

### Stage 2: Department Chair

No Value

### Stage 3: Division Curriculum Representative

No Value

### Stage 4: Division Dean

No Value

### Stage 5: SLO Coordinator

No Value

### Stage 7: Content Review Matrix Liaison

No Value

### Stage 8: Dean of Online Learning

Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/10/25	Gabriela Nocito on behalf of COOL Members	Basic Information - Proposal Details – Attachments: Hybrid Course Delivery Request	Required	-Please adjust percentages of hybrid face-to-face. It cannot be 100% otherwise it would not be a Hybrid course (suggestion 50% to 90%) -Please adjust explanation on question 6 of the form to match correct percentages. -Please clarify acronyms "ACT" and "DDS" on question #12 of the form. Most likely, only DSPS will be a resource.	Y

### Stage 9: Articulation Officer

No Value

### Stage 10: De Anza General Education

No Value

### Stage 13: Curriculum Committee

No Value

## CO

### Sort ID (00 < 10; 0 < 100)

No Value

### Course Status

No Value

### Course Characteristics

No Value

### Cross-Listed/Related Course Information

No Value

### Cross-Listed/Related Course ID's

No Value

### DL Approval Date (MM/DD/YYYY)

No Value

### Hybrid Approval Date (MM/DD/YYYY)

No Value

### Curriculum Office Notes

- Changed 5-year revision to match credit course – ACE

# Course Outline of Record Report

03/19/2025

## MANDD355B : Consecutive Interpretation II

### General Information

Faculty Initiator:	<ul style="list-style-type: none"><li>Huafu Liu</li></ul>
Attachments:	Hybrid_MAND_355B_2026F.pdf Online_MAND_355B_2026F.pdf ReqAdv_G_MAND_355B_2026F_1.pdf
Course ID (CB01A and CB01B) :	MANDD355B
Short Course Title:	CONSECUTIVE INTERPRETATION II
Course Title (CB02) :	Consecutive Interpretation II
Department:	MAND - Mandarin
Effective Term:	Fall 2026
TOP Code (CB03) :	(2140.00) *Legal and Community Interpretation
CIP Code:	(16.0103) Language Interpretation and Translation.
SAM Priority Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2020
Course Description:	This course builds on the skills acquired in Consecutive Interpretation I. Students will continue to enhance retention while developing personal Notetaking systems in more demanding situations with lengthier messages. There will be an emphasis on complying with the legal equivalent requirement and limiting omissions. Students will learn how to deal with challenges to interpretation and make corrections on the record. Students will acquire terminology related to complex criminal proceedings, administrative hearings, and varied medical settings.
Course Type (CB27) :	<ul style="list-style-type: none"><li>Lower Division</li></ul>
Mode of Delivery:	<ul style="list-style-type: none"><li>Online</li><li>Hybrid</li></ul>
Faculty Initiator:	No value
Course Family:	Not Applicable

### Faculty Requirements

Discipline 1:	<ul style="list-style-type: none"><li>Court Interpreting</li></ul>
Discipline 2:	No value
Discipline 3:	No value
FSA:	<ul style="list-style-type: none"><li>FHDA FSA - MANDARIN</li></ul>



### Formerly Statement

#### Formerly Statement

No Value

### Course Justification

#### Course Justification

This is a noncredit enhanced CTE course. It belongs to the Level Two Certificate of Completion in Mandarin Translation and Interpretation. This course builds on the skills acquired in Consecutive Interpretation I. Students will continue to enhance retention while developing personal note-taking systems in more demanding situations with lengthier messages.

### Stand-Alone Statement

#### Stand-Alone Statement

No Value

### Course Philosophy

#### Course Philosophy

No Value

### CTE Course

#### Is this a CTE (Career Technical Education) course?

Yes

### Honors/Non-honors Course

#### Is this an honors/non-honors course?

No

## Mirrored Credit/Noncredit Course

### Is this a mirrored credit/noncredit course?

Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

## Cross-listed Course

### Is this a cross-listed course?

No

## Foothill Equivalency

### Does the course have a Foothill equivalent?

No

### Foothill Faculty Consultation Name

No Value

### Foothill Course ID

No Value

## Course Development Options

### Basic Skill Status (CB08)

Course is not a basic skills course.

### Course Special Class Status (CB13)

Course is not a special class.

### Grade Options

- Letter Grade
- Pass/No Pass

### Repeat Limit

99

### Course Prior To College Level

Not applicable.

### Repeatability Statement

(No limit on student re-enrollment for 0 unit courses.)

### Course Support Status (CB26)

Course is not a support course

## Associated Programs

☒ Course is part of a program

Associated Program

Award Type

Active

## Transferability & Gen. Ed. Options

### Course General Education Status (CB25)

Y

### Transferability (CB05)

Not transferable

### Transferability Status

Not transferable

## UC Transferable and/or Lower-Division Major Requirement

### Will the course be UC transferable?

No

### If yes, identify the lower-division UC course and campus.

No Value

### Will the course fulfill a UC/CSU lower-division major requirement?

No

### If yes, identify the UC/CSU campus, course and major.

No Value

## Units and Hours

### Summary

Minimum Credit Units 0

Maximum Credit Units 0

Total Course In-Class  
(Contact) Hours 54

Total Course Out-of-Class  
Hours 108

Total Student Learning Hours 54

### Credit / Non-Credit Options

#### Course Credit Status (CB04)

Non-Credit

#### Course Non Credit Category (CB22)

No value

Course Classification Code (CB11)

No value

☐ Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

☐

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	4.5	9
Laboratory Hours	0	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	0
NA	0
Total	54
Course Out-of-Class Hours	
Lecture	108
Laboratory	0
NA	0
Total	108

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction

Methods of Instruction

Collaborative learning and small group exercises

Collaborative projects

Discussion and problem-solving performed in class

Discussion of assigned reading

Field observation and field trips

Guest speakers

Homework and extended projects

In-class essays

In-class exploration of internet sites

Lecture and visual aids  
Quiz and examination review performed in class

### Assignments

- A. Reading of material to be discuss in class
  1. Discuss the proper procedures for dealing with a challenge to interpretation, focusing on the use of interpreters as language experts
  2. Compare and contrast the interpreter's role in the courtroom and the medical setting
- B. Preparation of interpreting exercises
  1. Warm up exercises on vocabulary drills, visualization, verbalization, and note-taking
  2. Varies interpreting exercises of increasing length and complexity
  3. Video tape students performing consecutive interpreting assignment
  4. Interpreting exercise in front of an audience-focus on improving delivery
  5. Interpreting exercise in front of class focusing on maintaining concentration and minimizing errors

### Methods of Evaluation

Methods of Evaluation

### Methods of Evaluation

- A. Reading assignments will be evaluated on the basis of distinguishing between varying interpreter obligations in the legal and medical setting.
- B. Oral and written chapter tests will be evaluated on the basis of analyzing challenges to their interpretation and make corrections when necessary.
- C. Mid-term examination: an individual written and oral presentation will be evaluated on the basis of applying the appropriate procedures for dealing with challenges to interpretation made by attorneys and jurors.
- D. Final research paper: an individual written and oral presentation or a group oral presentation or an interview with the instructor will be evaluated on the basis of recognizing complex vocabulary utilized at various proceedings and medical settings and provide target language equivalents.
- E. In-Class modeling of interpreting exercises will be evaluated on the basis of recognizing and managing various constraints on witness examination.

### Essential Student Materials/Essential College Facilities

#### Essential Student Materials:

- None

#### Essential College Facilities:

- None

### Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Gillies, Andrew	Title: Consecutive Interpreting: A Short Course (Translation Practices Explained)	Routledge	2019/First Edition	

Kozin, Alexander	Consecutive Interpreting: An Interdisciplinary Study (Palgrave Studies in Translating and Interpreting)	Palgrave Studies in Translating and Interpreting	2019
Gillies, Andrew	Conference Interpreting: A Student's Practice Book	Routledge	2024
Someya, Yasumasa, Editor	Consecutive Note taking and Interpreter Training (Routledge Advances in Translation and Interpreting Studies)	Routledge	2017/First Edition
Gillies, Andrew	Note-taking for Consecutive Interpreting (Translation Practices Explained)	Routledge	2017/Second Edition
<b>Suggested Reading List</b> No Value			

<b>Learning Outcomes</b>
<b>Course Objectives</b>
Recognize Consecutive Interpretation II
Critique Interpreter Errors and Corrections
Analyze Challenges to Interpretation
Annotate and Build Vocabulary
Practice Delivery and Public Speaking Skills
Review Certification Exams

Discuss the Unsophisticated Witness

Recognize How to Bridge the Cultural Gap in Medical Settings

## CSLOs

<b>Recognize and manage various constraints on witness examination.</b>	Expected SLO Performance: 0.0
<b>Analyze challenges to their interpretation and make corrections when necessary.</b>	Expected SLO Performance: 0.0
<b>Apply the appropriate procedures for dealing with challenges to interpretation made by attorneys and jurors.</b>	Expected SLO Performance: 0.0
<b>Recognize complex vocabulary utilized at various proceedings and medical settings and provide target language equivalents.</b>	Expected SLO Performance: 0.0
<b>Distinguish between varying interpreter obligations in the legal and medical setting.</b>	Expected SLO Performance: 0.0

## Outline

### Course Outline

- A. Recognize Consecutive Interpretation II
  - 1. Brief review of Consecutive Interpretation I
  - 2. Review of constraints on witness testimony
  - 3. Elements of medical consultation
- B. Critique Interpreter Errors and Corrections
  - 1. Analyze interpreter errors
  - 2. Make corrections on the record
- C. Analyze Challenges to Interpretation
  - 1. Deal with challenges by attorneys, jurors and patients
  - 2. Interpreters as expert witnesses
- D. Annotate and Build Vocabulary
  - 1. Ask for clarifications of unfamiliar terminology
  - 2. Research techniques while interpreting
  - 3. Render culturally bound terms
- E. Practice Delivery and Public Speaking Skills
  - 1. Analyze and critique of students' video taped renditions
  - 2. Render emotionally charged messages and implications for the interpreter
- F. Review Certification Exams
  - 1. Review of acceptable renditions of consecutive interpretation
  - 2. Review and analyze sample candidate renditions and errors
  - 3. Discuss necessary techniques to enhance retention and minimize errors
- G. Discuss the Unsophisticated Witness
  - 1. Hyper-correct speech and implications for the interpreter
  - 2. Hyper-formal speech and implications for the interpreter
- H. Recognize How to Bridge the Cultural Gap in Medical Settings
  - 1. The interpreter as a cultural expert in medical settings
  - 2. The interpreter as an advocate in medical settings

## Blue Form

**For changes to the units and hours tab; 1) Contact the Curriculum Office at [curriculum@fhda.edu](mailto:curriculum@fhda.edu) with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.**

No Value

**1. Is the unit(s) change required for articulation?**

No Value

**2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.**

No Value

**3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.**

No Value

**Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.**

No Value

**Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.**

No Value

**Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.**

- Units: 0
- Lec Hrs: 4.5
- Load: 0
- Seat Ct: 0
- (mkct 03/18/2026)

**Req/Adv**

**Prerequisite(s):**

MAND D355A or equivalent

**Corequisite(s):**

No Value

**Advisory(ies):**

- ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.

**Advisory(ies) - Other:**

No Value

**Limitation(s) on Enrollment:**

No Value



**Limitation(s) on Enrollment - Other:**

No Value

**Entrance Skills(s):**

No Value

**Entrance Skill(s) - Other:**

No Value

**General Course Statement(s):**

- NONCREDIT: (This is a noncredit enhanced, CTE course.)

**General Course Statement(s) - Other:**

No Value

**A-Matrix Form**

**EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

**Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.**

No Value

**Objective 2: Compose essays drawn from personal experience and assigned texts.**

No Value

**Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.**

No Value

**Objective 4: Create syntactically varied sentences that are free of mechanical errors.**

No Value

**Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.**

No Value

## B-Matrix Form

ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

**Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.**

Methods of Evaluation C: Mid-term examination: an individual written and oral presentation will be evaluated on the basis of applying the appropriate procedures for dealing with challenges to interpretation made by attorneys and jurors.

**Objective 2: Develop analytical ideas and topics for essays.**

Assignment B.2: Varies interpreting exercises of increasing length and complexity.

**Objective 3: Compose and support thesis statements for analytical essays.**

Methods of Evaluation E: In-Class modeling of interpreting exercises will be evaluated on the basis of recognizing and managing various constraints on witness examination.

**Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.**

Assignment B.1: Warm up exercises on vocabulary drills, visualization, verbalization, and note-taking.

**Objective 5: Identify and practice writing for different audiences and purposes.**

Methods of Evaluation B: Oral and written chapter tests will be evaluated on the basis of analyzing challenges to their interpretation and make corrections when necessary.

**Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.**

Assignment A.2: Compare and contrast the interpreter's role in the courtroom and the medical setting.

**Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.**

Assignment A.1: Discuss the proper procedures for dealing with a challenge to interpretation, focusing on the use of interpreters as language experts.

**Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.**

Methods of Evaluation D: Final research paper: an individual written and oral presentation or a group oral presentation or an interview with the instructor will be evaluated on the basis of recognizing complex vocabulary utilized at various proceedings and medical settings and provide target language equivalents.

**Objective 9: Demonstrate appropriate grammar usage and mechanics.**

Outline F.3: Discuss necessary techniques to enhance retention and minimize errors.

## C-Matrix Form

ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

**Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.**

No Value

**Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.**

No Value

**Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.**

No Value

**Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.**

No Value

**Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.**

No Value

## D-Matrix Form

Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

**Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.**

No Value

**Objective 2: Investigate the use of mathematics in real world.**

No Value

**Objective 3: Explore functions.**

No Value

**Objective 4: Develop linear function models.**

No Value
<b>Objective 5: Use systems of two linear equations to solve real world problems.</b>
No Value
<b>Objective 6: Use linear inequalities in one variable to solve real world problems.</b>
No Value
<b>Objective 7: Examine exponential expressions and develop exponential function models.</b>
No Value
<b>Objective 8: Examine logarithmic expressions and develop logarithmic function models.</b>
No Value
<b>Objective 9: Develop quadratic function models to solve problems.</b>
No Value
<b>Objective 10: Investigate the characteristics of rational expressions.</b>
No Value
<b>Objective 11: Develop skills to work with radical expressions.</b>
No Value

<b>E-Matrix Form</b>
<b>Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b>
No Value
<b>Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.</b>
No Value
<b>Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.</b>
No Value
<b>Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.</b>
No Value
<b>Objective 4: Develop linear function models to solve problems.</b>

No Value
<b>Objective 5: Use systems of two linear equations to solve real-world problems.</b> No Value
<b>Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.</b> No Value
<b>Objective 7: Develop quadratic function models to solve problems.</b> No Value
<b>Objective 8: Use inequalities to solve real world problems.</b> No Value
<b>Objective 9: Explore arithmetic sequences and series.</b> No Value
<b>Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.</b> No Value

<b>F-Matrix Form</b>
<b>Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b> No Value
<b>Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.</b> No Value
<b>Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.</b> No Value
<b>Objective 3: Apply the order of operations to evaluate signed numerical expressions.</b> No Value
<b>Objective 4: Solve problems involving operations with signed numbers.</b> No Value
<b>Objective 5: Explore the characteristics and properties of real numbers.</b>

No Value

**Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.**

No Value

**Objective 7: Explore rates and ratios and use proportions to solve problems.**

No Value

**Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.**

No Value

**Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.**

No Value

**Objective 10: Solve linear equations in one variable numerically and algebraically.**

No Value

**Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.**

No Value

**Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.**

No Value

## G-Matrix Form

**If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.**

No Value

**If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.**

No Value

## H-Matrix Form

**Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.**

No Value

**Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.**

No Value

**Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.**

No Value

**Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.**

No Value

**Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.**

No Value

**Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.**

No Value

## De Anza GE Form

**Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

## Comments

### Stage 2: Department Chair

No Value

### Stage 3: Division Curriculum Representative

No Value

### Stage 4: Division Dean

No Value

### Stage 5: SLO Coordinator

No Value

### Stage 7: Content Review Matrix Liaison

No Value

### Stage 8: Dean of Online Learning

Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/10/25	Gabriela Nocito on behalf of COOL Members	Basic Information - Proposal Details – Attachments: Hybrid Course Delivery Request	Required	-Please adjust percentages of hybrid face-to-face. It cannot be 100% otherwise it would not be a Hybrid course (suggestion 50% to 90%) -Please adjust explanation on question 6 of the form to match correct percentages. -Please clarify acronyms "ACT" and "DDS" on question #12 of the form. Most likely, only DSPS will be a resource.	Y

### Stage 9: Articulation Officer

No Value

### Stage 10: De Anza General Education

No Value

### Stage 13: Curriculum Committee

No Value



## CO

### Sort ID (00 < 10; 0 < 100)

No Value

### Course Status

No Value

### Course Characteristics

No Value

### Cross-Listed/Related Course Information

No Value

### Cross-Listed/Related Course ID's

No Value

### DL Approval Date (MM/DD/YYYY)

No Value

### Hybrid Approval Date (MM/DD/YYYY)

No Value

### Curriculum Office Notes

- Changed 5-year revision to match credit course – ACE

MANDD356A : Simultaneous Interpretation I

General Information

Faculty Initiator:	<ul style="list-style-type: none"><li>Huafu Liu</li></ul>
Attachments:	Hybrid_MAND_356A_2026F.pdf Online_MAND_356A_2026F.pdf ReqAdv_G_MAND_356A_2026F_1.pdf
Course ID (CB01A and CB01B) :	MANDD356A
Short Course Title:	SIMULTANEOUS INTERPRETATION I
Course Title (CB02) :	Simultaneous Interpretation I
Department:	MAND - Mandarin
Effective Term:	Fall 2026
TOP Code (CB03) :	(2140.00) *Legal and Community Interpretation
CIP Code:	(16.0103) Language Interpretation and Translation.
SAM Priority Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2020
Course Description:	This course will introduce students to simultaneous legal interpretation. Students will learn how to comply with the legal equivalence requirements of simultaneous interpretation. There will be an emphasis on reviewing; the history of simultaneous interpretation, the role of the interpreter, relevant settings and research skills. Students will practice paraphrasing, chunking and shadowing exercises to increase vocabulary and create a strong foundation to begin acquiring simultaneous interpreting skills up to 125 words per minute.
Course Type (CB27) :	<ul style="list-style-type: none"><li>Lower Division</li></ul>
Mode of Delivery:	<ul style="list-style-type: none"><li>Online</li><li>Hybrid</li></ul>
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	<ul style="list-style-type: none"><li>Court Interpreting</li></ul>
Discipline 2:	No value
Discipline 3:	No value
FSA:	<ul style="list-style-type: none"><li>FHDA FSA - MANDARIN</li></ul>

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This is a noncredit enhanced CTE course. It belongs to the Level Two Certificate of Completion in Mandarin Translation and Interpretation. This course will introduce students to simultaneous legal interpretation. Students will learn how to comply with the legal equivalence requirements of simultaneous interpretation.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy  
No Value

CTE Course

Is this a CTE (Career Technical Education) course?  
Yes

Honors/Non-honors Course

Is this an honors/non-honors course?  
No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

Letter Grade

Pass/No Pass

Repeat Limit

99

Course Prior To College Level

Not applicable.

Repeatability Statement

(No limit on student re-enrollment for 0 unit courses.)

Course Support Status (CB26)

Course is not a support course

Associated Programs

☒ Course is part of a program

Associated Program	Award Type	Active
Mandarin Translation and Interpretation Level Two (In Development)	Certificate of Completion	Fall 2026

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

If yes, identify the lower-division UC course and campus.

No Value

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	0
Maximum Credit Units	0
Total Course In-Class (Contact) Hours	54
Total Course Out-of-Class Hours	108
Total Student Learning Hours	54

Credit / Non-Credit Options

Course Credit Status (CB04)	Course Non Credit Category (CB22)
Non-Credit	No value

Course Classification Code (CB11)

Funding Agency Category (CB23)

Cooperative Work Experience Education Status (CB10)

No value

Not Applicable.

☐

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	4.5	9
Laboratory Hours	0	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	0
NA	0
Total	54
Course Out-of-Class Hours	
Lecture	108
Laboratory	0
NA	0
Total	108

Units and Hours - Weekly Specialty Hours			
Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction	Methods of Instruction
Methods of Instruction	

Collaborative learning and small group exercises  
Collaborative projects  
Discussion and problem-solving performed in class  
Discussion of assigned reading  
Field observation and field trips  
Guest speakers  
Homework and extended projects  
In-class essays  
In-class exploration of internet sites  
Lecture and visual aids  
Quiz and examination review performed in class

**Assignments**

- A. Visit to court or hospital/health care facilities to observe interpreters at work and write reflections
1. Individual writing assignment will consist of a write-up of a visit to court or medical/health care setting. In the assignment students will explain at least three impediments to interpreting observed during their visit and discuss how to cope with said impediments.
  2. Compare and contrast the ethical obligations of an interpreter in the courtroom with those of an interpreter in a medical/health care setting.
- B. Preparation of interpreting exercises
1. Warm up exercises (Shadowing, chunking, closing, and dual tasking)
  2. Attentive listening while speaking
  3. Comprehension exercises
  4. General vocabulary review and drills
  5. Active/Passive voice recognition
  6. Paraphrasing exercises
  7. Practice with decalage
  8. Practice with names and numbers
  9. Varied interpreting exercises

**Methods of Evaluation**

Methods of Evaluation

**Methods of Evaluation**

- A. Reading assignments will be evaluated on the basis of managing impediments to their performance.
- B. Oral and written chapter tests will be evaluated on the basis of performing dual tasking exercises as they have developed the skills necessary to enable them to listen, analyze and speak simultaneously.
- C. Mid-term examination: an individual written and oral presentation will be evaluated on the basis of demonstrating progression of their decalage to enable the further development of interpreting skills.
- D. Final research paper: an individual written and oral presentation or a group oral presentation or an interview with the instructor will be evaluated on the basis of interpreting vocabulary related to arraignments, constitutional rights, motions, preliminary hearings, jury instructions, juvenile proceedings and workers' compensation matters.
- E. In-Class modeling of simultaneous interpreting exercises will be evaluated on the basis of interpreting basic proceedings up to 125 wpm.

**Essential Student Materials/Essential College Facilities**

**Essential Student Materials:**

- None

**Essential College Facilities:**

- None

**Examples of Primary Texts and References**

Author	Title	Publisher	Date/Edition	ISBN
Jihong Wang	Simultaneous Interpreting from a Signed Language into a Spoken Language: Quality, Cognitive Overload, and Strategies	Routledge	2023/First Edition	
Jim Hlavac, Zhichang Xu	Chinese–English Interpreting and Intercultural Communication	Routledge	2021/First Edition	
Meifang Zhang, Dezheng (William) Feng	Multimodal Approaches to Chinese-English Translation and	Routledge	2022/First Edition	

Interpreting			
Explore ToWin (Author)	Learn Medical Terminology for Healthcare Professionals: 3 Books in 1: Master Today's Medical Vocabulary! (Textbook + Workbook)	Explore ToWin (Author)	2024
Roat, Cynthia E.	Healthcare Interpreting In Small Bites	Trafford	2010
<b>Suggested Reading List</b>			
No Value			

<b>Learning Outcomes</b>	
<b>Course Objectives</b>	
Recognize Simultaneous Interpretation	
Recognize Comprehension and Text Analysis	
Discuss Decalage Adquisition	
Recall Note-Taking in Simultaneous Interpreting	
Demonstrate Situational Control	
Discuss Interpreter's Impact	
Critique the Role of the Interpreter	
<b>CSLOs</b>	
<b>Develop the skills necessary to be able to listen, analyze and speak simultaneously.</b>	Expected SLO Performance: 0.0
<b>Demonstrate progression of their decalage to enable the further development of interpreting skills.</b>	Expected SLO Performance: 0.0
<b>Interpret vocabulary related to arraignments, constitutional rights, motions, preliminary hearings, jury instructions, juvenile proceedings and workers' compensation matters.</b>	Expected SLO Performance: 0.0
<b>Manage impediments to their performance.</b>	Expected SLO Performance: 0.0
<b>Interpret basic proceedings up to 125 wpm.</b>	Expected SLO Performance: 0.0

<b>Outline</b>	
<b>Course Outline</b>	
A. Recognize Simultaneous Interpretation	
1. Review modes of interpretation	
2. Simultaneous interpretation in the courtroom and in medical/health care setting	
3. Pitfalls encountered in simultaneous interpreting	
4. Introduce elements of simultaneous interpretation	
5. Comprehend and practice shadowing, chunking, and closing	
6. Review attentive listening skills while speaking	
7. Overview of criminal justice process, civil procedures and juvenile matters	
8. Overview of the medical interpretation setting	
9. Literal versus Idiomatic renditions	
10. Analyze modeled interpreted proceeding	
B. Recognize Comprehension and Text Analysis	
1. Review legal language characteristics	

2. Discuss characteristics of a medical consultation
3. Research techniques to increase vocabulary and comprehension
4. Active/Passive voice construction and use
- C. Discuss Decalage Acquisition
  1. Appropriate preparation for the interpreter
  2. Introduce Decalage
  3. Text analysis: Constitutional rights
- D. Recall Note-Taking in Simultaneous Interpreting
  1. Note-taking techniques
  2. Text Analysis: Arraignments and worker's compensation hearings
- E. Demonstrate Situational Control
  1. Manage detrimental reactors to performance in the courtroom and in medical/health care setting
  2. Review relevant statutes and regulations pertaining to language access
  3. Text Analysis: Opening statements/Closing arguments
- F. Discuss Interpreter's Impact
  1. Analyze interpreter errors
  2. Conveying style, tone and register
  3. Text Analysis: Witness testimony
- G. Critique the Role of the Interpreter
  1. Ethical obligations of the interpreter
  2. Obstacles to adhering to ethical obligations
  3. Preparation techniques: Research
  4. Text Analysis: Jury instructions & motions

## Blue Form

**For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.**

No Value

**1. Is the unit(s) change required for articulation?**

No Value

**2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.**

No Value

**3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.**

No Value

**Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.**

No Value

**Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.**

No Value

**Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.**

- Units: 0
- Lec Hours: 4.5
- Load: 0
- Seat Ct: 0
- (mkct 03/18/2025)

## Req/Adv

**Prerequisite(s):**

MAND D355B or equivalent

**Corequisite(s):**

No Value

**Advisory(ies):**

- ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.



<b>Advisory(ies) - Other:</b> No Value
<b>Limitation(s) on Enrollment:</b> No Value
<b>Limitation(s) on Enrollment - Other:</b> No Value
<b>Entrance Skills(s):</b> No Value
<b>Entrance Skill(s) - Other:</b> No Value
<b>General Course Statement(s):</b> <ul style="list-style-type: none"> <li>• NONCREDIT: (This is a noncredit enhanced, CTE course.)</li> </ul>
<b>General Course Statement(s) - Other:</b> No Value

<b>A-Matrix Form</b>
<b>EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b> No Value
<b>Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.</b> No Value
<b>Objective 2: Compose essays drawn from personal experience and assigned texts.</b> No Value
<b>Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.</b> No Value
<b>Objective 4: Create syntactically varied sentences that are free of mechanical errors.</b> No Value
<b>Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.</b> No Value

<b>B-Matrix Form</b>
<b>ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b> No Value
<b>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</b> Methods of Evaluation C: Mid-term examination: an individual written and oral presentation will be evaluated on the basis of demonstrating progression of their decalage to enable the further development of interpreting skills.
<b>Objective 2: Develop analytical ideas and topics for essays.</b> Assignment A.1: Individual writing assignment will consist of a write-up of a visit to court or medical/health care setting. In the assignment students will explain at least three impediments to interpreting observed during their visit and discuss how to cope with said impediments.
<b>Objective 3: Compose and support thesis statements for analytical essays.</b>

Assignment A.2: Compare and contrast the ethical obligations of an interpreter in the courtroom with those of an interpreter in a medical/health care setting.

**Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.**

Outline D.2: Text Analysis: Arraignments and worker's compensation hearings.

**Objective 5: Identify and practice writing for different audiences and purposes.**

Outline E.3: Text Analysis: Opening statements/Closing arguments.

**Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.**

Outline B: Recognize Comprehension and Text Analysis.

**Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.**

Outline D: Recall Note-Taking in Simultaneous Interpreting.

**Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.**

Methods of Evaluation D: Final research paper: an individual written and oral presentation or a group oral presentation or an interview with the instructor will be evaluated on the basis of interpreting vocabulary related to arraignments, constitutional rights, motions, preliminary hearings, jury instructions, juvenile proceedings and workers' compensation matters.

**Objective 9: Demonstrate appropriate grammar usage and mechanics.**

Outline B.3: Research techniques to increase vocabulary and comprehension.

### C-Matrix Form

**ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

**Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.**

No Value

**Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.**

No Value

**Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.**

No Value

**Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.**

No Value

**Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.**

No Value

### D-Matrix Form

**Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

**Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.**

No Value

**Objective 2: Investigate the use of mathematics in real world.**

No Value

<p><b>Objective 3: Explore functions.</b></p> <p>No Value</p>
<p><b>Objective 4: Develop linear function models.</b></p> <p>No Value</p>
<p><b>Objective 5: Use systems of two linear equations to solve real world problems.</b></p> <p>No Value</p>
<p><b>Objective 6: Use linear inequalities in one variable to solve real world problems.</b></p> <p>No Value</p>
<p><b>Objective 7: Examine exponential expressions and develop exponential function models.</b></p> <p>No Value</p>
<p><b>Objective 8: Examine logarithmic expressions and develop logarithmic function models.</b></p> <p>No Value</p>
<p><b>Objective 9: Develop quadratic function models to solve problems.</b></p> <p>No Value</p>
<p><b>Objective 10: Investigate the characteristics of rational expressions.</b></p> <p>No Value</p>
<p><b>Objective 11: Develop skills to work with radical expressions.</b></p> <p>No Value</p>

<b>E-Matrix Form</b>
<p>Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p> <p>No Value</p>
<p><b>Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.</b></p> <p>No Value</p>
<p><b>Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.</b></p> <p>No Value</p>
<p><b>Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.</b></p> <p>No Value</p>
<p><b>Objective 4: Develop linear function models to solve problems.</b></p> <p>No Value</p>
<p><b>Objective 5: Use systems of two linear equations to solve real-world problems.</b></p> <p>No Value</p>
<p><b>Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.</b></p> <p>No Value</p>
<p><b>Objective 7: Develop quadratic function models to solve problems.</b></p> <p>No Value</p>
<p><b>Objective 8: Use inequalities to solve real world problems.</b></p>

No Value
<b>Objective 9: Explore arithmetic sequences and series.</b>
No Value
<b>Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.</b>
No Value

<b>F-Matrix Form</b>
<b>Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b>
No Value
<b>Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.</b>
No Value
<b>Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.</b>
No Value
<b>Objective 3: Apply the order of operations to evaluate signed numerical expressions.</b>
No Value
<b>Objective 4: Solve problems involving operations with signed numbers.</b>
No Value
<b>Objective 5: Explore the characteristics and properties of real numbers.</b>
No Value
<b>Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.</b>
No Value
<b>Objective 7: Explore rates and ratios and use proportions to solve problems.</b>
No Value
<b>Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.</b>
No Value
<b>Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.</b>
No Value
<b>Objective 10: Solve linear equations in one variable numerically and algebraically.</b>
No Value
<b>Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.</b>
No Value
<b>Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.</b>
No Value

<b>G-Matrix Form</b>
<b>If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.</b>
No Value

If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.

No Value

### H-Matrix Form

**Objective 1:** For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

**Objective 2:** For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

**Objective 3:** For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

**Objective 4:** For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

**Objective 5:** For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

**Objective 6:** For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

### De Anza GE Form

**Criteria 1:** Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

**Criteria 2:** Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

**Criteria 3:** Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

**Criteria 4:** Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

**Criteria 5:** Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

**Criteria 6:** Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

No Value

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

Date	Tab	Part - Field	Type of Edit	Edit
2/5/2025	Learning Outcomes	CSLOs	Required	Change CSLO #1 to begin with a Bloom's Taxonomy word and also simplify. Suggestion: <b>Develop the skills necessary to be able to listen, analyze and speak simultaneously.</b> ( <a href="https://deanza.elumenapp.com/elumen/page?actionMethod=to&amp;page=%2Fjsp%2Fworkflow%2FworkflowWithChanges%2FworkflowWithChanges.jsp&amp;jsonObjectId=aee5d7a-d496-4405-8475-fb51d6241b411735253274882&amp;viewType=step&amp;fromUrl=https%3A%2F%2Fdeanza.elumenapp.com%2Felumen%2Ffray%3FactionClass%3Dvieworg%26f%2BWorkflow%26filterJson%3D%257B%2522entryType%2522%253A%2522WorkflowEntry%2522%252C%2522workflowNameSearch%2522%253A%2522">https://deanza.elumenapp.com/elumen/page?actionMethod=to&amp;page=%2Fjsp%2Fworkflow%2FworkflowWithChanges%2FworkflowWithChanges.jsp&amp;jsonObjectId=aee5d7a-d496-4405-8475-fb51d6241b411735253274882&amp;viewType=step&amp;fromUrl=https%3A%2F%2Fdeanza.elumenapp.com%2Felumen%2Ffray%3FactionClass%3Dvieworg%26f%2BWorkflow%26filterJson%3D%257B%2522entryType%2522%253A%2522WorkflowEntry%2522%252C%2522workflowNameSearch%2522%253A%2522</a> )

Stage 7: Content Review Matrix Liaison

No Value

Stage 8: Dean of Online Learning

Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/10/25	Gabriela Nocito on behalf of COOL Members	Basic Information - Proposal Details – Attachments: Hybrid Course Delivery Request	Required	-Please adjust percentages of hybrid face-to-face. It cannot be 100% otherwise it would not be a Hybrid course (suggestion 50% to 90%) -Please adjust explanation on question 6 of the form to match correct percentages. -Please clarify acronyms "ACT" and "DDS" on question #12 of the form. Most likely, only DSPS will be a resource.	Y

Stage 9: Articulation Officer

No Value

Stage 10: De Anza General Education

No Value

Stage 13: Curriculum Committee

No Value

<b>CO</b>
<b>Sort ID (00 &lt; 10; 0 &lt; 100)</b>
No Value
<b>Course Status</b>
No Value
<b>Course Characteristics</b>
No Value
<b>Cross-Listed/Related Course Information</b>
No Value
<b>Cross-Listed/Related Course ID's</b>

No Value
<b>DL Approval Date (MM/DD/YYYY)</b>
No Value
<b>Hybrid Approval Date (MM/DD/YYYY)</b>
No Value
<b>Curriculum Office Notes</b> <ul style="list-style-type: none"><li>• Changed 5-year revision to match credit course – ACE</li></ul>

# Course Outline of Record Report

03/19/2025

## MANDD356B : Simultaneous Interpretation II

### General Information

Faculty Initiator:	<ul style="list-style-type: none"><li>Huafu Liu</li></ul>
Attachments:	Hybrid_MAND_356B_2026F.pdf Online_MAND_356B_2026F.pdf ReqAdv_G_MAND_356B_2026F_1.pdf
Course ID (CB01A and CB01B) :	MANDD356B
Short Course Title:	SIMULTANEOUS INTERPRETATION II
Course Title (CB02) :	Simultaneous Interpretation II
Department:	MAND - Mandarin
Effective Term:	Fall 2026
TOP Code (CB03) :	(2140.00) *Legal and Community Interpretation
CIP Code:	(16.0103) Language Interpretation and Translation.
SAM Priority Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2020
Course Description:	<p>This course will continue to build students' simultaneous interpretation skills. Students will begin to interpret more complex legal proceedings at faster speeds. Students will be introduced to the testimony of expert witnesses, legal motions, jury instructions, and other complex materials. Students will also acquire the skills necessary to build glossaries for complex proceedings and in the process expand vocabulary to include terminology related to drugs, violence, medical, weapons, DNA and other specialized topics. At the conclusion of the course, students will be able to interpret proceedings at speeds of 145+ wpm. This course will help students to review and practice Certification Exams.</p>
Course Type (CB27) :	<ul style="list-style-type: none"><li>Lower Division</li></ul>
Mode of Delivery:	<ul style="list-style-type: none"><li>Online</li><li>Hybrid</li></ul>
Faculty Initiator:	No value
Course Family:	Not Applicable

### Faculty Requirements

Discipline 1:	<ul style="list-style-type: none"><li>Court Interpreting</li></ul>
Discipline 2:	No value
Discipline 3:	No value



**FSA:**

- FHDA FSA - MANDARIN

### Formerly Statement

**Formerly Statement**

No Value

### Course Justification

**Course Justification**

This is a noncredit enhanced CTE course. It belongs to the Level Two Certificate of Completion in Mandarin Translation and Interpretation. This course will continue to build students' simultaneous interpretation skills. Students will begin to interpret more complex legal proceedings at faster speeds.

### Stand-Alone Statement

**Stand-Alone Statement**

No Value

### Course Philosophy

**Course Philosophy**

No Value

### CTE Course

**Is this a CTE (Career Technical Education) course?**

Yes

### Honors/Non-honors Course

**Is this an honors/non-honors course?**

No

## Mirrored Credit/Noncredit Course

### Is this a mirrored credit/noncredit course?

Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

## Cross-listed Course

### Is this a cross-listed course?

No

## Foothill Equivalency

### Does the course have a Foothill equivalent?

No

### Foothill Faculty Consultation Name

No Value

### Foothill Course ID

No Value

## Course Development Options

### Basic Skill Status (CB08)

Course is not a basic skills course.

### Course Special Class Status (CB13)

Course is not a special class.

### Grade Options

- Letter Grade
- Pass/No Pass

### Repeat Limit

99

### Course Prior To College Level

Not applicable.

### Repeatability Statement

(No limit on student re-enrollment for 0 unit courses.)

### Course Support Status (CB26)

Course is not a support course

## Associated Programs

☒ Course is part of a program

Associated Program

Award Type

Active

## Transferability & Gen. Ed. Options

### Course General Education Status (CB25)

Y

### Transferability (CB05)

Not transferable

### Transferability Status

Not transferable

## UC Transferable and/or Lower-Division Major Requirement

### Will the course be UC transferable?

No

### If yes, identify the lower-division UC course and campus.

No Value

### Will the course fulfill a UC/CSU lower-division major requirement?

No

### If yes, identify the UC/CSU campus, course and major.

No Value

## Units and Hours

### Summary

Minimum Credit Units 0

Maximum Credit Units 0

Total Course In-Class  
(Contact) Hours 54

Total Course Out-of-Class  
Hours 108

Total Student Learning Hours 54

### Credit / Non-Credit Options

#### Course Credit Status (CB04)

Non-Credit

#### Course Non Credit Category (CB22)

No value

Course Classification Code (CB11)

No value

☐ Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

☐

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	4.5	9
Laboratory Hours	0	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	0
NA	0
Total	54
Course Out-of-Class Hours	
Lecture	108
Laboratory	0
NA	0
Total	108

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction

Methods of Instruction

Collaborative learning and small group exercises

Collaborative projects

Discussion and problem-solving performed in class

Discussion of assigned reading

Field observation and field trips

Guest speakers

Homework and extended projects

In-class essays

In-class exploration of internet sites

## Assignments

- A. Visit to court, hospital, health care facilities or other legal or non-profit organizations to observe interpreters at work and write reflections
1. Reflections discussing the objectives sought by a criminal defense attorney in his/her closing argument and how his/her speech accomplishes those goals.
  2. Reflections discussing the purpose of a preliminary hearing in court and their observations of such a proceeding while visiting court.
  3. Reflections discussing the purpose of medical field terms interpretation and their observations of such a proceeding while visiting hospital/health care facilities.
- B. Preparation of interpreting exercises
1. Vocabulary drills to focus on drug related terminology
  2. Active/Passive voice recognition
  3. Practice rendering names and numbers
  4. Vocabulary drills of formulaic language in jury instruction proceedings
  5. Shadowing exercises in target language so as to acquire target language equivalents
  6. Practice simultaneous interpreting various jury instructions increasing speed of speech
  7. Practice simultaneous interpreting various recordings of expert witness testimony related to violence increasing speeds
  8. Vocabulary drills of newly introduced terminology
  9. Practice simultaneous interpreting various recordings related to juvenile proceedings increasing speeds.
  10. Vocabulary drills of formulaic language in opening statements
  11. Shadowing exercises with an emphasis on reviewed vocabulary
  12. Practice with opening statements focusing on maintaining concentration and minimizing errors in front of the class
  13. Warm up exercises (vocabulary drills and shadowing exercises of material related to weapons, to autopsies, and to closing arguments in target language)
  14. Varied interpreting exercises related to weapons and to forensic pathology at increasing speeds
- C. Practice by modeling of simultaneous interpreting exercises to interpret basic proceedings up to 145+ wpm
- D. Write reflections on interpret vocabulary related to the following: drug cases, jury instructions, ballistics, forensic pathology, serology, violence, opening and closing arguments
- E. Read assigned texts on simultaneous interpreting tasks

## Methods of Evaluation

### Methods of Evaluation

## Methods of Evaluation

- A. Reading and listening assignments will be evaluated on the basis of listening attentively to discourse while performing the simultaneous interpreting task.
- B. Oral and written chapter tests will be evaluated on the basis of rendering interpretations of numbers and names using different techniques.
- C. Mid-term examination: an individual written and oral presentation will be evaluated on the basis of appropriately preparing for complex interpreting assignments involving specialized vocabulary.
- D. Final research paper: an individual written and oral presentation or a group oral presentation or an interview with the instructor will be evaluated on the basis of interpreting vocabulary related to the following: drug cases, jury instructions, ballistics, forensic pathology, serology, violence, opening and closing arguments.
- E. In-Class modeling of simultaneous interpreting exercises will be evaluated on the basis of interpreting basic proceedings up to 145+ wpm.

<b>Essential Student Materials/Essential College Facilities</b>  <b>Essential Student Materials:</b> <ul style="list-style-type: none"><li>• None</li></ul> <b>Essential College Facilities:</b> <ul style="list-style-type: none"><li>• None</li></ul>				
<b>Examples of Primary Texts and References</b>				
<b>Author</b>	<b>Title</b>	<b>Publisher</b>	<b>Date/Edition</b>	<b>ISBN</b>
Jihong Wang	Simultaneous Interpreting from a Signed Language into a Spoken Language: Quality, Cognitive Overload, and Strategies	Routledge	2023/First Edition	
Jim Hlavac, Zhichang Xu	Chinese–English Interpreting and Intercultural Communication	Routledge	2021/First Edition	
Meifang Zhang, Dezheng (William) Feng	Multimodal Approaches to Chinese-English Translation and Interpreting	Routledge	2022/First Edition	
Explore ToWin (Author)	Title: Learn Medical Terminology for Healthcare Professionals: 3 Books in 1: Master Today's Medical Vocabulary! (Textbook + Workbook)	Explore ToWin	2024	
Roat, Cynthia E	Healthcare Interpreting In Small Bites	Trafford	2010	
<b>Suggested Reading List</b>  No Value				

<b>Learning Outcomes</b>
<b>Course Objectives</b>
Recognize Simultaneous Interpretation II

Discuss Further Comprehension and Text Analysis

Review and Practice Research Skills to Build Working Glossaries

Practice Further Note-Taking in Simultaneous Interpreting

Review and Practice Certification Exams

Analyze Expert Witness Testimony

Discuss Closing Arguments

### CSLOs

**Listen attentively to discourse while performing the simultaneous interpreting task.**

Expected SLO Performance: 0.0

**Render interpretations of numbers and names using different techniques.**

Expected SLO Performance: 0.0

**Demonstrate complex interpreting assignments involving specialized vocabulary.**

Expected SLO Performance: 0.0

**Interpret vocabulary related to the following: drug cases, jury instructions, ballistics, forensic pathology, serology, violence, opening and closing arguments.**

Expected SLO Performance: 0.0

**Interpret complex proceedings up to 145+ wpm.**

Expected SLO Performance: 0.0

## Outline

### Course Outline

- A. Recognize Simultaneous Interpretation II
  - 1. Brief review Simultaneous Interpretation I
  - 2. Review relevant drug terminology
  - 3. Text analysis of jury instructions
  - 4. Review specialized vocabulary
  - 5. Literal versus Idiomatic renditions of source language
- B. Discuss Further Comprehension and Text Analysis
  - 1. Emphasis on building confidence in decalage
  - 2. Develop coping mechanisms for rendering numbers and names in proceedings
  - 3. Active/Passive voice construction and usage
- C. Review and Practice Research Skills to Build Working Glossaries
  - 1. Appropriate preparation techniques for the interpreter
  - 2. Text Analysis: Expert witness testimony related to violence
  - 3. Introduce newly terminology and vocabulary in court and hospital setting
- D. Practice Further Note-Taking in Simultaneous Interpreting
  - 1. Review note-taking techniques
  - 2. Text Analysis: Juvenile proceedings
- E. Review and Practice Certification Exams
  - 1. Review acceptable renditions of attorneys opening statement per federal certification exam raters

2. Review and analyze sample candidate renditions and errors
3. Discuss necessary techniques to maintain concentration and minimize errors
4. Develop vocabulary of formulaic language in opening statements

**F. Analyze Expert Witness Testimony**

1. Text analysis of ballistics expert testimony
2. Review specialized vocabulary
3. Practice how to conduct research and build glossaries for specialized terminology
4. Text analysis of forensic pathologist
5. Further review specialized vocabulary

**G. Discuss Closing Arguments**

1. Analyze all components of a closing argument
2. Review objectives sought by attorneys as they make closing arguments
3. Discuss discourse and legal equivalence

## Blue Form

**For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.**

No Value

**1. Is the unit(s) change required for articulation?**

No Value

**2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.**

No Value

**3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.**

No Value

**Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.**

No Value

**Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.**

No Value

**Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.**

- Units: 0
- Lec Hrs: 4.5
- Load: 0
- Seat Ct: 0
- (mkct 03/18/2025)



## Req/Adv

### Prerequisite(s):

MAND D356A or equivalent

### Corequisite(s):

No Value

### Advisory(ies):

- ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.

### Advisory(ies) - Other:

No Value

### Limitation(s) on Enrollment:

No Value

### Limitation(s) on Enrollment - Other:

No Value

### Entrance Skills(s):

No Value

### Entrance Skill(s) - Other:

No Value

### General Course Statement(s):

- NONCREDIT: (This is a noncredit enhanced, CTE course.)

### General Course Statement(s) - Other:

No Value

## A-Matrix Form

**EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

**Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.**

No Value

**Objective 2: Compose essays drawn from personal experience and assigned texts.**

No Value

**Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.**

No Value

**Objective 4: Create syntactically varied sentences that are free of mechanical errors.**

No Value

**Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.**

No Value

## **B-Matrix Form**

**ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

**Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.**

Assignment A: Visit to court, hospital, health care facilities or other legal or non-profit organizations to observe interpreters at work and write reflections.

**Objective 2: Develop analytical ideas and topics for essays.**

Methods of Evaluation C: Mid-term examination: an individual written and oral presentation will be evaluated on the basis of appropriately preparing for complex interpreting assignments involving specialized vocabulary.

**Objective 3: Compose and support thesis statements for analytical essays.**

Outline C.2: Text Analysis: Expert witness testimony related to violence.

**Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.**

Outline C: Review and Practice Research Skills to Build Working Glossaries.

**Objective 5: Identify and practice writing for different audiences and purposes.**

Outline A.3: Text analysis of jury instructions.

**Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.**

Assignment D: Write reflections on interpret vocabulary related to the following: drug cases, jury instructions, ballistics, forensic pathology, serology, violence, opening and closing arguments.

**Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.**

Assignment A.3: Reflections discussing the purpose of medical field terms interpretation and their observations of such a proceeding while visiting hospital/health care facilities.

**Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.**

Methods of Evaluation D: Final research paper: an individual written and oral presentation or a group oral presentation or an interview with the instructor will be evaluated on the basis of interpreting vocabulary related to the following: drug cases, jury instructions, ballistics, forensic pathology, serology, violence, opening and closing arguments.

**Objective 9: Demonstrate appropriate grammar usage and mechanics.**

Outline B.2: Develop coping mechanisms for rendering numbers and names in proceedings.

**C-Matrix Form**

ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

**Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.**

No Value

**Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.**

No Value

**Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.**

No Value

**Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.**

No Value

**Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.**

No Value

**D-Matrix Form**

Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value
<b>Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.</b> No Value
<b>Objective 2: Investigate the use of mathematics in real world.</b> No Value
<b>Objective 3: Explore functions.</b> No Value
<b>Objective 4: Develop linear function models.</b> No Value
<b>Objective 5: Use systems of two linear equations to solve real world problems.</b> No Value
<b>Objective 6: Use linear inequalities in one variable to solve real world problems.</b> No Value
<b>Objective 7: Examine exponential expressions and develop exponential function models.</b> No Value
<b>Objective 8: Examine logarithmic expressions and develop logarithmic function models.</b> No Value
<b>Objective 9: Develop quadratic function models to solve problems.</b> No Value
<b>Objective 10: Investigate the characteristics of rational expressions.</b> No Value
<b>Objective 11: Develop skills to work with radical expressions.</b> No Value

<b>E-Matrix Form</b>
Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value
<b>Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.</b>
No Value
<b>Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.</b>
No Value
<b>Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.</b>
No Value
<b>Objective 4: Develop linear function models to solve problems.</b>
No Value
<b>Objective 5: Use systems of two linear equations to solve real-world problems.</b>
No Value
<b>Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.</b>
No Value
<b>Objective 7: Develop quadratic function models to solve problems.</b>
No Value
<b>Objective 8: Use inequalities to solve real world problems.</b>
No Value
<b>Objective 9: Explore arithmetic sequences and series.</b>
No Value
<b>Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.</b>
No Value

<b>F-Matrix Form</b>
<b>Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b>
No Value

**Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.**

No Value

**Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.**

No Value

**Objective 3: Apply the order of operations to evaluate signed numerical expressions.**

No Value

**Objective 4: Solve problems involving operations with signed numbers.**

No Value

**Objective 5: Explore the characteristics and properties of real numbers.**

No Value

**Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.**

No Value

**Objective 7: Explore rates and ratios and use proportions to solve problems.**

No Value

**Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.**

No Value

**Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.**

No Value

**Objective 10: Solve linear equations in one variable numerically and algebraically.**

No Value

**Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.**

No Value

**Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.**

No Value

## G-Matrix Form

If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.

No Value

If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.

No Value

## H-Matrix Form

**Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.**

No Value

**Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.**

No Value

**Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.**

No Value

**Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.**

No Value

**Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.**

No Value

**Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.**

No Value

## De Anza GE Form

**Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

## Comments

**Stage 2: Department Chair**

No Value

**Stage 3: Division Curriculum Representative**

No Value

**Stage 4: Division Dean**

No Value

**Stage 5: SLO Coordinator**

No Value

**Stage 7: Content Review Matrix Liaison**

No Value

**Stage 8: Dean of Online Learning**

Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
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<p>Gabriela Nocito on behalf of COOL Members</p> <p>3/10/25</p> <p>Basic Information - Proposal Details – Attachments: Hybrid Course Delivery Request</p>	<p>-Please adjust percentages of hybrid face-to-face. It cannot be 100% otherwise it would not be a Hybrid course (suggestion 50% to 90%)</p> <p>-Please adjust explanation on question 6 of the form to match correct percentages.</p> <p>-Please clarify acronyms “ACT” and “DDS” on question #12 of the form. Most likely, only DSPS will be a resource.</p> <p>Required Y</p>
<p><b>Stage 9: Articulation Officer</b></p> <p>No Value</p>	
<p><b>Stage 10: De Anza General Education</b></p> <p>No Value</p>	
<p><b>Stage 13: Curriculum Committee</b></p> <p>No Value</p>	

<p><b>CO</b></p>	
<p><b>Sort ID (00 &lt; 10; 0 &lt; 100)</b></p> <p>No Value</p>	
<p><b>Course Status</b></p> <p>No Value</p>	
<p><b>Course Characteristics</b></p> <p>No Value</p>	
<p><b>Cross-Listed/Related Course Information</b></p> <p>No Value</p>	
<p><b>Cross-Listed/Related Course ID's</b></p> <p>No Value</p>	
<p><b>DL Approval Date (MM/DD/YYYY)</b></p> <p>No Value</p>	
<p><b>Hybrid Approval Date (MM/DD/YYYY)</b></p> <p>No Value</p>	
<p><b>Curriculum Office Notes</b></p>	

- Changed 5-year revision to match credit course – ACE

# Course Outline of Record Report

03/28/2025

## PHTGD302. : Intermediate Photography

### General Information

<b>Faculty Initiator:</b>	<ul style="list-style-type: none"><li>Lisa Teng</li></ul>
<b>Attachments:</b>	ReqAdv_G_PHTG_302_2026F_1.pdf
<b>Course ID (CB01A and CB01B) :</b>	PHTGD302.
<b>Short Course Title:</b>	INTERMEDIATE PHOTOGRAPHY
<b>Course Title (CB02) :</b>	Intermediate Photography
<b>Department:</b>	PHTG - Photography
<b>Effective Term:</b>	Fall 2026
<b>TOP Code (CB03) :</b>	(1012.00) *Applied Photography
<b>CIP Code:</b>	(10.0201) Photographic and Film/Video Technology/Technician.
<b>SAM Priority Code (CB09) :</b>	Clearly Occupational
<b>Distance Education Approved:</b>	No
<b>Course Control Number:</b>	No value
<b>Curriculum Committee Approval Date:</b>	Pending
<b>Board of Trustees Approval Date:</b>	Pending
<b>External Review Approval Date:</b>	09/01/2025
<b>Course Description:</b>	Intermediate black and white photography. Overview of the medium format camera and continued use of the 35mm camera. Demonstration of basic 4x5 camera principles. Introduction to studio portraiture and basic studio practices. Continued development of critical thinking skills to analyze historical, cultural, conceptual and practical aspects of a medium used worldwide. Preparatory for further work in photography including digital imaging.
<b>Course Type (CB27) :</b>	<ul style="list-style-type: none"><li>Lower Division</li></ul>
<b>Mode of Delivery:</b>	<ul style="list-style-type: none"><li>In person ONLY</li></ul>
<b>Faculty Initiator:</b>	No value
<b>Course Family:</b>	FD - Analog Photography

### Faculty Requirements

<b>Discipline 1:</b>	<ul style="list-style-type: none"><li>Photography</li></ul>
<b>Discipline 2:</b>	<ul style="list-style-type: none"><li>- AND -</li><li>Photographic Technology/ Commercial Photography</li></ul>
<b>Discipline 3:</b>	No value
<b>FSA:</b>	<ul style="list-style-type: none"><li>FHDA FSA - PHOTOGRAPHY</li></ul>

### Formerly Statement

#### Formerly Statement

No Value

### Course Justification

#### Course Justification

This noncredit enhanced CTE course is the intermediate study of basic black and white and wet darkroom photography. It is intended to meet the requirements of the noncredit Certificate of Completion Photographic Entrepreneurship.

### Stand-Alone Statement

#### Stand-Alone Statement

No Value

### Course Philosophy

#### Course Philosophy

No Value

### CTE Course

#### Is this a CTE (Career Technical Education) course?

Yes

### Honors/Non-honors Course

#### Is this an honors/non-honors course?

No

## Mirrored Credit/Noncredit Course

### Is this a mirrored credit/noncredit course?

Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

## Cross-listed Course

### Is this a cross-listed course?

No

## Foothill Equivalency

### Does the course have a Foothill equivalent?

No

### Foothill Faculty Consultation Name

No Value

### Foothill Course ID

No Value

## Course Development Options

### Basic Skill Status (CB08)

Course is not a basic skills course.

### Course Special Class Status (CB13)

Course is not a special class.

### Grade Options

- Pass/No Pass

### Repeat Limit

99

### Course Prior To College Level

Not applicable.

### Repeatability Statement

(No limit on student re-enrollment for 0 unit courses.)

### Course Support Status (CB26)

Course is not a support course

## Associated Programs

☐ Course is part of a program

### Associated Program

No value

### Award Type

No value

### Active

## Transferability & Gen. Ed. Options

### Course General Education Status (CB25)

Y

### Transferability (CB05)

Not transferable

### Transferability Status

Not transferable

## UC Transferable and/or Lower-Division Major Requirement

### Will the course be UC transferable?

No

### If yes, identify the lower-division UC course and campus.

No Value

### Will the course fulfill a UC/CSU lower-division major requirement?

No

### If yes, identify the UC/CSU campus, course and major.

No Value

## Units and Hours

### Summary

Minimum Credit Units	0
Maximum Credit Units	0
Total Course In-Class (Contact) Hours	60
Total Course Out-of-Class Hours	48
Total Student Learning Hours	60

### Credit / Non-Credit Options

#### Course Credit Status (CB04)

Non-Credit

#### Course Non Credit Category (CB22)

No value

#### Course Classification Code (CB11)

No value

#### Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

### Weekly Student Hours

	In Class	Out of Class
Lecture Hours	2	4
Laboratory Hours	3	0
NA Hours	0	0

### Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36

#### Course In-Class (Contact) Hours

Lecture	24
Laboratory	36
NA	0
<b>Total</b>	<b>60</b>

#### Course Out-of-Class Hours

Lecture	48
Laboratory	0
NA	0
<b>Total</b>	<b>48</b>

### Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

### SKIP

No Value

### Specifications

#### Methods of Instruction

Methods of Instruction	Methods of Instruction
Methods of Instruction	Lecture and visual aids
	Discussion of assigned reading
	Discussion and problem solving performed in class
	Quiz and examination review performed in class
	Homework and extended projects
	Field observation and field trips
	Lab activity and evaluation

#### Assignments

- A. Reading from assigned chapters of textbook
- B. A written, one-page critique of an assigned gallery or museum exhibition

- C. Bi-weekly photographic exercises that demonstrate an understanding and application of class concepts, and culminates in the completion of 6  
- 8 finished, black and white prints

#### Methods of Evaluation

Methods of Evaluation

#### Methods of Evaluation

- A. One, one-hour mid-quarter examination: multiple choice, true and false, and short answer evaluating the student's comprehension of readings, lectures, and demonstrations covered in class.
- B. Written review communicating an understanding of course material and personal observations combined in a reflective and competent manner as experienced in classroom critiques.
- C. Final critique: oral and visual presentation of final print assignment demonstrating intermediate technical skills and conceptual ideas as discussed in class.

#### Essential Student Materials/Essential College Facilities

##### Essential Student Materials:

- Medium format and 35mm cameras
- Studio light(s)
- Hand-held light meter
- 6 - 8 rolls of film
- One (100 sheet) box of fiberbase and/or resin coated photographic paper
- Other materials required (negative sleeves, gloves, envelopes, drymount tissue, misc. items)

##### Essential College Facilities:

- Classroom, photographic studio, and darkroom equipped for black and white film processing, printing and finishing

#### Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Barbara London (Author), Jim Stone (Author), John Upton (Author)	Photography	Pearson	September 6, 2016/12th Edition	978-0134482026
Kai Wong	Old School Photography: 100 Things You Must Know to Take Fantastic Film Photos	Chronicle Chroma	July 27, 2021/1st	1797209442

#### Suggested Reading List

No Value

#### Learning Outcomes

##### Course Objectives



Define the nature and application of photography as a unique medium.

Demonstrate 35mm and medium format camera controls and simple studio lighting practices.

Demonstrate basic 4x5 camera principles.

Process 35mm and medium format black and white film, make contact prints, enlarged prints and spot and mount prints.

Evaluate photography's developments through a worldwide perspective.

Create and conceptualize images using both medium format and artificial lighting techniques and practices.

Compare and contrast traditional photographic methods with comparable digital methods.

Critique classmates' photographic images to develop, refine and understand diverse, multicultural communities.

Critical analysis of master works.

### CSLOs

**Demonstrate a working knowledge of wet darkroom processes to create photographs using a medium format camera.**

Expected SLO Performance: 0.0

## Outline

### Course Outline

- A. Define the nature and application of photography as a unique medium.
  - 1. Refined characteristics of the black and white photographic image
    - a. Light
    - b. Continuous tone vs. high contrast
    - c. Introduction to the photographic characteristic curve
  - 2. Application of a unique medium
    - a. As a fine art
    - b. As commercial work
    - c. As documentation or replication
- B. Demonstrate 35mm and medium format camera controls and simple studio lighting practices.
  - 1. Review 35mm camera controls
  - 2. Medium format cameras
    - a. Square format
    - b. 645 or 6x9mm formats
    - c. SLR and twin lens cameras

3. Medium format camera controls
  - a. Body
  - b. Lens
  - c. Viewfinder
  - d. Film advance
  - e. Film plane
  - f. Shutter
  - g. Aperture
  - h. Focusing
4. Studio lighting
  - a. Lights, power, lighting ratios
  - b. Flash metering and guide numbers
  - c. Traditional portrait lighting arrangement and simple object oriented set-up
- C. Demonstrate basic 4x5 camera principles.
  1. 4x5 camera controls
  2. Components
  3. Movements
  4. Viewing
  5. Focusing
  6. Film loading
- D. Process 35mm and medium format black and white film, make contact prints, enlarged prints and spot and mount prints.
  1. Review film processing
  2. Film processing for medium format
  3. Contact sheets and enlarged prints from medium format
  4. Use of fiberbase printing papers
  5. Print finishing
- E. Evaluate photography's developments through a worldwide perspective.
  1. View diverse photographic works within a historical context such as: social documents, modernism, conceptual work, and art and technology.
  2. Compare photographic imagery
    - a. Culturally, racially, and by gender
    - b. Landscape, portraiture, photo collage, etc. (the genres)
    - c. Time and place
- F. Create and conceptualize images using both medium format and artificial lighting techniques and practices.
  1. Fine art approach to photography
  2. Commercial approach
  3. Documentary
  4. Digital
- G. Compare and contrast traditional photographic methods with comparable digital methods.
  1. Traditional medium format cameras vs. high-resolution digital cameras
  2. Larger format film vs. digital image capture and storage
  3. Film scanning
- H. Critique classmates' photographic images to develop, refine and understand diverse, multicultural communities.
  1. Demonstrate an appreciation for a well-conceived and executed image
  2. Describe, evaluate and interpret class imagery
  3. Exercise sensitivity to individual expression through the photographic medium
- I. Critical analysis of master works.
  1. Presentation and discussion of master works
  2. Description, evaluation and interpretation of imagery
  3. Examination of and sensitivity to individual observations and interpretations of imagery

## Lab Outline

- A. Medium format film processing
- B. Enlarged print using fiber base paper
- C. Spotting and dry mounting a final print

## Blue Form

**For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.**

No Value

**1. Is the unit(s) change required for articulation?**

No Value

**2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.**

No Value

**3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.**

No Value

**Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.**

No Value

**Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.**

No Value

**Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.**

- Units: 0
- Lec Hrs: 2
- Lab Hrs: 3
- Lec Load: 0
- Lab Load: 0
- Seat Ct: 0
- (mkct 03/26/2025)

## Req/Adv

**Prerequisite(s):**

PHTG D001.

**Corequisite(s):**

No Value

**Advisory(ies):**

No Value
<b>Advisory(ies) - Other:</b> No Value
<b>Limitation(s) on Enrollment:</b> No Value
<b>Limitation(s) on Enrollment - Other:</b> No Value
<b>Entrance Skills(s):</b> No Value
<b>Entrance Skill(s) - Other:</b> No Value
<b>General Course Statement(s):</b> <ul style="list-style-type: none"><li>• NONCREDIT: (This is a noncredit enhanced, CTE course.)</li></ul>
<b>General Course Statement(s) - Other:</b> No Value

<b>A-Matrix Form</b>
<b>EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b> No Value
<b>Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.</b> No Value
<b>Objective 2: Compose essays drawn from personal experience and assigned texts.</b> No Value
<b>Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.</b> No Value
<b>Objective 4: Create syntactically varied sentences that are free of mechanical errors.</b> No Value

**Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.**

No Value

## B-Matrix Form

**ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

**Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.**

No Value

**Objective 2: Develop analytical ideas and topics for essays.**

No Value

**Objective 3: Compose and support thesis statements for analytical essays.**

No Value

**Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.**

No Value

**Objective 5: Identify and practice writing for different audiences and purposes.**

No Value

**Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.**

No Value

**Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.**

No Value

**Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.**

No Value

**Objective 9: Demonstrate appropriate grammar usage and mechanics.**

No Value

## C-Matrix Form

ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

**Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.**

No Value

**Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.**

No Value

**Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.**

No Value

**Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.**

No Value

**Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.**

No Value

## D-Matrix Form

Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

**Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.**

No Value

**Objective 2: Investigate the use of mathematics in real world.**

No Value

**Objective 3: Explore functions.**

No Value

**Objective 4: Develop linear function models.**

No Value

**Objective 5: Use systems of two linear equations to solve real world problems.**

No Value

**Objective 6: Use linear inequalities in one variable to solve real world problems.**

No Value

**Objective 7: Examine exponential expressions and develop exponential function models.**

No Value

**Objective 8: Examine logarithmic expressions and develop logarithmic function models.**

No Value

**Objective 9: Develop quadratic function models to solve problems.**

No Value

**Objective 10: Investigate the characteristics of rational expressions.**

No Value

**Objective 11: Develop skills to work with radical expressions.**

No Value

## **E-Matrix Form**

**Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

**Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.**

No Value

**Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.**

No Value

**Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.**

No Value

**Objective 4: Develop linear function models to solve problems.**

No Value

**Objective 5: Use systems of two linear equations to solve real-world problems.**

No Value

**Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.**

No Value

**Objective 7: Develop quadratic function models to solve problems.**

No Value

**Objective 8: Use inequalities to solve real world problems.**

No Value

**Objective 9: Explore arithmetic sequences and series.**

No Value

**Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.**

No Value

## **F-Matrix Form**

**Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

**Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.**

No Value

**Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.**

No Value

**Objective 3: Apply the order of operations to evaluate signed numerical expressions.**

No Value

**Objective 4: Solve problems involving operations with signed numbers.**

No Value

**Objective 5: Explore the characteristics and properties of real numbers.**

No Value



**Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.**

No Value

**Objective 7: Explore rates and ratios and use proportions to solve problems.**

No Value

**Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.**

No Value

**Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.**

No Value

**Objective 10: Solve linear equations in one variable numerically and algebraically.**

No Value

**Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.**

No Value

**Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.**

No Value

## **G-Matrix Form**

**If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.**

No Value

**If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.**

No Value

## H-Matrix Form

**Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.**

No Value

**Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.**

No Value

**Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.**

No Value

**Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.**

No Value

**Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.**

No Value

**Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.**

No Value

## De Anza GE Form

**Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

## Comments

### Stage 2: Department Chair

No Value

### Stage 3: Division Curriculum Representative

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
2-5-25	Specifications	Examples of Primary Texts and References	<i>year of publication is missing</i>		
2-5-25	Req/Adv	Missing G Matrix	Download the G matrix form under the "i" icon, fill out and attach to the course.		

### Stage 4: Division Dean

No Value

### Stage 5: SLO Coordinator

No Value

### Stage 7: Content Review Matrix Liaison

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
2/19/25	Basic Course Information	Attachments	Required	Separate the left and right column into separate objectives and related skills. Example: "Process black and white 35mm film, make contact prints, and enlarged prints" in a box on the left with " Process 35mm and medium format black and white film, make contact prints, enlarged prints and spot and mount prints." in the corresponding box on the right.	

### Stage 8: Dean of Online Learning

No Value

**Stage 9: Articulation Officer**

No Value

**Stage 10: De Anza General Education**

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/17/25	De Anza GE Matrix	GE Matrix	Required	Please add in responses to criteria 1-6 of the GE matrix	

**Stage 13: Curriculum Committee**

No Value

**CO****Sort ID (00 < 10; 0 < 100)**

No Value

**Course Status**

No Value

**Course Characteristics**

No Value

**Cross-Listed/Related Course Information**

No Value

**Cross-Listed/Related Course ID's**

No Value

**DL Approval Date (MM/DD/YYYY)**

No Value

**Hybrid Approval Date (MM/DD/YYYY)**

No Value

**Curriculum Office Notes**

- Changed 5-year revision to match credit course – ACE

# Course Outline of Record Report

03/28/2025

## PHTGD306. : Photography Production Laboratory

### General Information

<b>Faculty Initiator:</b>	<ul style="list-style-type: none"><li>Lisa Teng</li></ul>
<b>Attachments:</b>	ReqAdv_G_PHTG_306_2026F_1.pdf
<b>Course ID (CB01A and CB01B) :</b>	PHTGD306.
<b>Short Course Title:</b>	PHOTOGRAPHY PRODUCTION LAB
<b>Course Title (CB02) :</b>	Photography Production Laboratory
<b>Department:</b>	PHTG - Photography
<b>Effective Term:</b>	Fall 2026
<b>TOP Code (CB03) :</b>	(1012.00) *Applied Photography
<b>CIP Code:</b>	(10.0201) Photographic and Film/Video Technology/Technician.
<b>SAM Priority Code (CB09) :</b>	Clearly Occupational
<b>Distance Education Approved:</b>	No
<b>Course Control Number:</b>	No value
<b>Curriculum Committee Approval Date:</b>	Pending
<b>Board of Trustees Approval Date:</b>	Pending
<b>External Review Approval Date:</b>	09/01/2024
<b>Course Description:</b>	This is a supervised course in the use of a photographic studio, darkrooms, and/or photographic computer lab space.
<b>Course Type (CB27) :</b>	<ul style="list-style-type: none"><li>Lower Division</li></ul>
<b>Mode of Delivery:</b>	<ul style="list-style-type: none"><li>In person ONLY</li></ul>
<b>Faculty Initiator:</b>	No value
<b>Course Family:</b>	Not Applicable

### Faculty Requirements

<b>Discipline 1:</b>	<ul style="list-style-type: none"><li>Photography</li></ul>
<b>Discipline 2:</b>	<ul style="list-style-type: none"><li>- AND -</li><li>Photographic Technology/ Commercial Photography</li></ul>
<b>Discipline 3:</b>	No value
<b>FSA:</b>	<ul style="list-style-type: none"><li>FHDA FSA - PHOTOGRAPHY</li></ul>

## Course Development Options

### Basic Skill Status (CB08)

Course is not a basic skills course.

### Repeat Limit

99

### Course Support Status (CB26)

Course is not a support course

### Course Special Class Status (CB13)

Course is not a special class.

### Course Prior To College Level

Not applicable.

### Grade Options

- Pass/No Pass

### Repeatability Statement

(No limit on student re-enrollment for 0 unit courses.)

## Associated Programs

☐ Course is part of a program

### Associated Program

No value

### Award Type

No value

### Active

## Transferability & Gen. Ed. Options

### Course General Education Status (CB25)

Y

### Transferability (CB05)

Not transferable

### Transferability Status

Not transferable

## Units and Hours

### Summary

Minimum Credit Units 0

Maximum Credit Units 0

Total Course In-Class (Contact) Hours 72

Total Course Out-of-Class Hours 0

Total Student Learning Hours 72

### Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

No value

Course Classification Code (CB11)

No value

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

☐

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	0	0
Laboratory Hours	6	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	0
Laboratory	72
NA	0
Total	72
Course Out-of-Class Hours	
Lecture	0
Laboratory	0
NA	0
Total	0

Units and Hours - Weekly Specialty Hours			
Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value
SKIP			
No Value			

Specifications	
Methods of Instruction	
Methods of Instruction	Methods of Instruction
Methods of Instruction	Wet and/or dry lab technical support Demonstration Discussion as needed for individual student project/lab activities

## Assignments

- A. Various lab activities or projects determined by student and approved by instructor
- B. Written commitment stating objectives of lab activities such as: project concept, equipment needs, number of prints to be completed, and printing method to be used

## Methods of Evaluation

Methods of Evaluation

## Methods of Evaluation

- A. Regular consultation with each student to insure progress toward individual course objectives
- B. Completion of various lab activities or projects that demonstrate practice(s) and/or technique(s) used and defined for individual student at beginning of course; including evidence of increased proficiency.

## Essential Student Materials/Essential College Facilities

### Essential Student Materials:

- Film and/or digital camera
- Photographic paper: silver based and/or digital

### Essential College Facilities:

- Wet and/or dry photographic lab

## Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
London, Barbara	Photography	Pearson	2023/Thirteenth Edition	ISBN 13: 978-0-13-448202-6

## Suggested Reading List

No Value

## Learning Outcomes

### Course Objectives

Employ and demonstrate increased skill(s) in the use of appropriate equipment, materials, processes, and techniques to complete various photographic lab activities or projects.

Create and conceptualize new imagery using various techniques and/or practices.



Apply photographic technical skills to the production of printed imagery

### CSLOs

**Apply photographic technical skills to the production of printed imagery within the wet or dry darkroom across projects of increasing challenge levels.**

Expected SLO Performance: 0.0

### Outline

#### Course Outline

- A. Employ and demonstrate increased skill(s) in the use of appropriate equipment, materials, processes, and techniques to complete various photographic lab activities or projects.
  - 1. Use of wet and/or dry lab
  - 2. Film development
  - 3. Paper development
  - 4. Digital imagery editing
  - 5. Scanning
  - 6. Digital printing
- B. Create and conceptualize new imagery using various techniques and/or practices.
  - 1. Fine art photography such as: black & white fine print, color, alternative process, or mix-media
  - 2. Commercial photography such as: product, portraiture, or architecture
- C. Apply photographic technical skills to the production of printed imagery
  - 1. Using the wet or dry darkroom to print out a cohesive body of work using silver-based or digital media.
  - 2. As proficiency is gained, using these skills to produce bodies of work of increasing levels of challenge.

### Blue Form

**For changes to the units and hours tab; 1) Contact the Curriculum Office at [curriculum@fhda.edu](mailto:curriculum@fhda.edu) with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.**

No Value

#### 1. Is the unit(s) change required for articulation?

No Value

#### 2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

#### 3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

**Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.**

No Value

**Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.**

No Value

**Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.**

- Units: 0
- Lab Hrs: 6
- Load: 0
- Seat Ct: 0
- (mkct 03/26/2025)

## Req/Adv

### Prerequisite(s):

PHTG D001., PHTG D301., PHTG D004., or PHTG D304. (may be taken concurrently)

### Corequisite(s):

No Value

### Advisory(ies):

- ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.

### Advisory(ies) - Other:

No Value

### Limitation(s) on Enrollment:

No Value

### Limitation(s) on Enrollment - Other:

No Value

### Entrance Skills(s):

No Value

### Entrance Skill(s) - Other:

A working knowledge of the wet and/or digital darkroom space and equipment.

### General Course Statement(s):

- NONCREDIT: (This is a noncredit enhanced, CTE course.)

**General Course Statement(s) - Other:**

No Value

**A-Matrix Form**

**EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

**Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.**

No Value

**Objective 2: Compose essays drawn from personal experience and assigned texts.**

No Value

**Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.**

No Value

**Objective 4: Create syntactically varied sentences that are free of mechanical errors.**

No Value

**Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.**

No Value

**B-Matrix Form**

**ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

**Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.**

No Value

**Objective 2: Develop analytical ideas and topics for essays.**

No Value

**Objective 3: Compose and support thesis statements for analytical essays.**

No Value

**Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.**

No Value

**Objective 5: Identify and practice writing for different audiences and purposes.**

No Value

**Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.**

No Value

**Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.**

No Value

**Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.**

No Value

**Objective 9: Demonstrate appropriate grammar usage and mechanics.**

No Value

## C-Matrix Form

**ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

**Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.**

1. Various lab activities or projects determined by student and approved by instructor (assignment A) 2. Written commitment stating objectives of lab activities such as: project concept, equipment needs, number of prints to be completed, and printing method to be used (Assignment B)

**Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.**

No Value

**Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.**

1. Written commitment stating objectives of lab activities such as: project concept, equipment needs, number of prints to be completed, and printing method to be used (Assignment B) 2. Regular consultation with each student to insure progress toward individual course objectives (Method of Evaluation A)

**Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.**

Written commitment stating objectives of lab activities such as: project concept, equipment needs, number of prints to be completed, and printing method to be used (Assignment B)

**Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.**

Written commitment stating objectives of lab activities such as: project concept, equipment needs, number of prints to be completed, and printing method to be used (Assignment B)

**D-Matrix Form**

**Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

**Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.**

No Value

**Objective 2: Investigate the use of mathematics in real world.**

No Value

**Objective 3: Explore functions.**

No Value

**Objective 4: Develop linear function models.**

No Value

**Objective 5: Use systems of two linear equations to solve real world problems.**

No Value

**Objective 6: Use linear inequalities in one variable to solve real world problems.**

No Value

**Objective 7: Examine exponential expressions and develop exponential function models.**

No Value

**Objective 8: Examine logarithmic expressions and develop logarithmic function models.**

No Value

**Objective 9: Develop quadratic function models to solve problems.**

No Value

**Objective 10: Investigate the characteristics of rational expressions.**

No Value

**Objective 11: Develop skills to work with radical expressions.**

No Value

## **E-Matrix Form**

**Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

**Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.**

No Value

**Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.**

No Value

**Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.**

No Value

**Objective 4: Develop linear function models to solve problems.**

No Value

**Objective 5: Use systems of two linear equations to solve real-world problems.**

No Value

**Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.**

No Value

**Objective 7: Develop quadratic function models to solve problems.**

No Value

**Objective 8: Use inequalities to solve real world problems.**

No Value

**Objective 9: Explore arithmetic sequences and series.**

No Value

**Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.**

No Value

## **F-Matrix Form**

**Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

**Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.**

No Value

**Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.**

No Value

**Objective 3: Apply the order of operations to evaluate signed numerical expressions.**

No Value

**Objective 4: Solve problems involving operations with signed numbers.**

No Value

**Objective 5: Explore the characteristics and properties of real numbers.**

No Value

**Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.**

No Value

**Objective 7: Explore rates and ratios and use proportions to solve problems.**

No Value

**Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.**

No Value

**Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.**

No Value

**Objective 10: Solve linear equations in one variable numerically and algebraically.**

No Value

**Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.**

No Value

**Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.**

No Value

### **G-Matrix Form**

**If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.**

No Value

**If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.**

No Value

### **H-Matrix Form**

**Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.**

PHTG D001., PHTG D301., PHTG D004., or PHTG D304. (may be taken concurrently)

**Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.**

No Value

**Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.**

No Value

**Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.**

No Value

**Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.**

No Value

**Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.**



No Value

## De Anza GE Form

**Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

## Comments

### Stage 2: Department Chair

No Value

### Stage 3: Division Curriculum Representative

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed

2-5-25	Req/Adv		Required	Fill out and attach appropriate matrices for prerequisites and advisories. Matrix G needs to be filled out and attached to the course. The form can be found under the "I" symbol.	
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#### Stage 4: Division Dean

No Value

#### Stage 5: SLO Coordinator

No Value

#### Stage 7: Content Review Matrix Liaison

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/6/25	Matrix H	Objective 5	Required	Complete this field of your Entrance skill	

#### Stage 8: Dean of Online Learning

No Value

#### Stage 9: Articulation Officer

No Value

#### Stage 10: De Anza General Education

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/17/25	De Anza GE Matrix	GE Matrix	Required	Please add in responses to criteria 1-6 of the GE matrix	

#### Stage 13: Curriculum Committee

No Value

### CO

#### Sort ID (00 < 10; 0 < 100)

No Value

**Course Status**

No Value

**Course Characteristics**

No Value

**Cross-Listed/Related Course Information**

No Value

**Cross-Listed/Related Course ID's**

No Value

**DL Approval Date (MM/DD/YYYY)**

No Value

**Hybrid Approval Date (MM/DD/YYYY)**

No Value

**Curriculum Office Notes**

- Changed 5-year revision to match credit course – ACE

# Course Outline of Record Report

03/28/2025

## PHTGD354. : Experimental Photography

### General Information

<b>Faculty Initiator:</b>	<ul style="list-style-type: none"><li>Lisa Teng</li></ul>
<b>Attachments:</b>	ReqAdv_G_PHTG_354_2026F_1.pdf
<b>Course ID (CB01A and CB01B) :</b>	PHTGD354.
<b>Short Course Title:</b>	EXPERIMENTAL PHOTOGRAPHY
<b>Course Title (CB02) :</b>	Experimental Photography
<b>Department:</b>	PHTG - Photography
<b>Effective Term:</b>	Fall 2026
<b>TOP Code (CB03) :</b>	(1012.00) *Applied Photography
<b>CIP Code:</b>	(10.0201) Photographic and Film/Video Technology/Technician.
<b>SAM Priority Code (CB09) :</b>	Clearly Occupational
<b>Distance Education Approved:</b>	No
<b>Course Control Number:</b>	No value
<b>Curriculum Committee Approval Date:</b>	Pending
<b>Board of Trustees Approval Date:</b>	Pending
<b>External Review Approval Date:</b>	09/01/2020
<b>Course Description:</b>	<p>This course is an introduction to experimental and nontraditional photographic processes through the use of analog and digital photography. Students will view both historical and contemporary approaches to camera and darkroom use in the creation of photographic imagery. Students will also make enlarged negatives, create cyanotype and VanDyke brown prints, tone and hand color images, and use digital imaging to emulate these and other traditional processes while producing an engaging and expressive collection of images.</p>
<b>Course Type (CB27) :</b>	<ul style="list-style-type: none"><li>Lower Division</li></ul>
<b>Mode of Delivery:</b>	<ul style="list-style-type: none"><li>In person ONLY</li></ul>
<b>Faculty Initiator:</b>	No value
<b>Course Family:</b>	Not Applicable

### Faculty Requirements

<b>Discipline 1:</b>	<ul style="list-style-type: none"><li>Photography</li></ul>
<b>Discipline 2:</b>	<ul style="list-style-type: none"><li>- AND -</li><li>Photographic Technology/ Commercial Photography</li></ul>
<b>Discipline 3:</b>	No value
<b>FSA:</b>	<ul style="list-style-type: none"><li>FHDA FSA - PHOTOGRAPHY</li></ul>

## Course Development Options

**Basic Skill Status (CB08)**

Course is a basic skills course.

**Course Special Class Status (CB13)**

Course is not a special class.

**Grade Options**

- Pass/No Pass

**Repeat Limit**

99

**Course Prior To College Level**

Not applicable.

**Repeatability Statement**

(No limit on student re-enrollment for 0 unit courses.)

**Course Support Status (CB26)**

Course is not a support course

## Associated Programs

☐ Course is part of a program

**Associated Program**

No value

**Award Type**

No value

**Active**

## Transferability & Gen. Ed. Options

**Course General Education Status (CB25)**

Y

**Transferability (CB05)**

Not transferable

**Transferability Status**

Not transferable

## UC Transferable and/or Lower-Division Major Requirement

**Will the course be UC transferable?**

No

**If yes, identify the lower-division UC course and campus.**

No Value

**Will the course fulfill a UC/CSU lower-division major requirement?**

No

**If yes, identify the UC/CSU campus, course and major.**

No Value

## Units and Hours

### Summary

Minimum Credit Units	0
Maximum Credit Units	0
Total Course In-Class (Contact) Hours	60
Total Course Out-of-Class Hours	48
Total Student Learning Hours	60

### Credit / Non-Credit Options

#### Course Credit Status (CB04)

Non-Credit

#### Course Non Credit Category (CB22)

No value

#### Course Classification Code (CB11)

No value

#### Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education

☐ Status (CB10)

☐ Variable Credit Course

### Weekly Student Hours

	In Class	Out of Class
Lecture Hours	2	4
Laboratory Hours	3	0
NA Hours	0	0

### Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	24
Laboratory	36
NA	0
Total	60

#### Course Out-of-Class Hours

Lecture	48
Laboratory	0
NA	0
Total	48

## Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
---------------	------	----------	--------------

No Value	No Value	No Value	No Value
<b>SKIP</b>			
No Value			

Specifications				
Methods of Instruction				
Methods of Instruction	Methods of Instruction			
Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Guest speakers Collaborative projects Class discussions that evaluate the wet/dry darkroom exercises			
Assignments				
A. Reading from assigned chapters of textbook B. A written, minimum one-page paper on an alternative process or artist/photographer working "non-traditionally" C. Completion of a minimum of 5 - 8 prints each using a different alternative process				
Methods of Evaluation				
Methods of Evaluation	Methods of Evaluation			
	A. A written paper covering a "non-traditional" method of photographic output by a particular artist or a purely technical process report from reading, class discussion, or lab; either of which summarizes concepts or reflects an understanding of skills studied or practiced in the course. B. Final critique: oral and visual presentation of final print(s)both demonstrating and reflecting material covered in class and specific to one's final project. C. Submission of print assignments demonstrating proficient skills for processes covered in class. D. Participation in lab discussions and class critiques			
Essential Student Materials/Essential College Facilities				
Essential Student Materials: <ul style="list-style-type: none"><li>Camera (any format) film and/or digital</li></ul>				
Essential College Facilities: <ul style="list-style-type: none"><li>Classroom computers with Adobe Photoshop and Lightroom software and a wet darkroom facility</li></ul>				
Examples of Primary Texts and References				
Author	Title	Publisher	Date/Edition	ISBN

Hirsch, Robert	Photographic Possibilities: The Expressive Use of Concepts, Ideas, Materials, and Processes	Routledge	September 26, 2017	978-1138999244
Jillian Lerner	Experimental Self-Portraits in Early French Photography	Routledge	2020/1st Edition	9781003105503
<b>Suggested Reading List</b>  No Value				

<b>Learning Outcomes</b>
<b>Course Objectives</b>
Explore concepts and technology affecting alternative photographic image-making.
Define and differentiate between the various methods and processes.
Create and conceptualize images using alternative photographic processes.
Compare and contrast traditional photography and non-traditional processes through the history of photography.
Examine and critique diverse forms of communicative and visual expression.
<b>CSLOs</b>  <b>Create and interpret non-traditional photographic imagery.</b> <span style="float: right;">Expected SLO Performance: 0.0</span>

<b>Outline</b>
<b>Course Outline</b>  A. Explore concepts and technology affecting alternative photographic imagemaking. <ol style="list-style-type: none"> <li>1. Photography's bond to objective representation.               <ol style="list-style-type: none"> <li>a. automatic and mechanical</li> <li>b. portrayal of visual reality and truthfulness</li> </ol> </li> <li>2. Challenges to photographic objectivity or photography's lack of neutrality.               <ol style="list-style-type: none"> <li>a. photographic systems: cameras, lenses, films, papers, chemicals, digital equipment and materials</li> <li>b. photographer's point-of-view; manner in which photographers use the systems</li> <li>c. personal experiences expressed through a photograph</li> <li>d. external forces: academic, social, economic, political, media trends (public perception at any one time)</li> </ol> </li> </ol>



3. Visualization, modifications and manipulations when starting with a photograph
  - a. creativity and originality
  - b. image capture, enlarged film and/or digital negatives, and darkroom or digital editing
  - c. double exposure, combination printing, collage or montage, toning, handcoloring
  - d. cyanotype, VanDyke brown printing and other processes such as: gum bichromate, wet collodion and various "salt" prints
  - e. digital emulation of a variety of historical and traditional photographic processes such as: Poloroid transfer, infrared, sepia toning and any of the above mentioned processes
- B. Define and differentiate between the various methods and processes.
  1. Characteristics of alternative processes
    - a. non-silver and experimental treatments vs. traditional methods
    - b. mix-media
    - c. digital variations
  2. Application of alternative processes
    - a. as a fine art
    - b. as commercial work
    - c. as cross-disciplinary practice
- C. Create and conceptualize images using alternative photographic processes.
  1. Chemicals and materials used
    - a. expected results
    - b. safety--preparation, application, and disposal
  2. Recognition of process and practice
    - a. used to expand photographic boundaries
    - b. manipulation after camera capture
    - c. experimentation and creative expression
    - d. nature of alternative processes and variations in results
- D. Compare and contrast traditional photography and non-traditional processes through the history of photography.
  1. Historical timeline and invention of processes and techniques
  2. 19th C. processes including salt print, daguerreotype, calotype, cyanotype, photogram, wet collodion, combination printing, gum bichromate
  3. 20th C. processes including autochromes, solarization, modernized films, printing out papers, color materials, infrared, Polaroid
  4. 21st C. digital capture, editing, compositing, and printing of images
- E. Examine and critique diverse forms of communicative and visual expression.
  1. Presentation of classmate's work including discussion of conceptual meaning and personal expression
  2. Description, evaluation and interpretation of class imagery by maker and viewers
  3. Examination of and sensitivity to diverse photographic expression

### Lab Outline

- A. Various alternative processes; chemicals and application
- B. Wet darkroom procedures
- C. Computer software (dry darkroom)
- D. Collaborative activities
- E. Artwork presentation

### Blue Form

**For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.**

No Value

#### 1. Is the unit(s) change required for articulation?

No Value

**2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.**

No Value

**3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.**

No Value

**Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.**

No Value

**Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.**

No Value

**Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.**

- Units: 0
- Lec Hrs: 2
- Lab Hrs: 3
- Lec Load: 0
- Lab Load: 0
- Seat Ct: 0
- (mkct 03/27/2025)

## Req/Adv

### Prerequisite(s):

PHTG D001. or PHTG D301. (may be taken concurrently)

### Corequisite(s):

No Value

### Advisory(ies):

No Value

### Advisory(ies) - Other:

No Value

### Limitation(s) on Enrollment:

No Value

### Limitation(s) on Enrollment - Other:

No Value

**Entrance Skills(s):**

No Value

**Entrance Skill(s) - Other:**

No Value

**General Course Statement(s):**

- NONCREDIT: (This is a noncredit enhanced, CTE course.)

**General Course Statement(s) - Other:**

No Value

**A-Matrix Form**

**EWRT D001A or EWRT D01AH or ESL D005. If this is the prerequisite for the course, complete the objective(s) below. If this prerequisite is being removed, provide an explanation as to why.**

No Value

**Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.**

No Value

**Objective 2: Compose essays drawn from personal experience and assigned texts.**

No Value

**Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.**

No Value

**Objective 4: Create syntactically varied sentences that are free of mechanical errors.**

No Value

**Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.**

No Value

## B-Matrix Form

ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

**Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.**

No Value

**Objective 2: Develop analytical ideas and topics for essays.**

No Value

**Objective 3: Compose and support thesis statements for analytical essays.**

No Value

**Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.**

No Value

**Objective 5: Identify and practice writing for different audiences and purposes.**

No Value

**Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.**

No Value

**Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.**

No Value

**Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.**

No Value

**Objective 9: Demonstrate appropriate grammar usage and mechanics.**

No Value

## C-Matrix Form

ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

**Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.**

No Value

**Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.**

No Value

**Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.**

No Value

**Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.**

No Value

**Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.**

No Value

## **D-Matrix Form**

**Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

**Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.**

No Value

**Objective 2: Investigate the use of mathematics in real world.**

No Value

**Objective 3: Explore functions.**

No Value

**Objective 4: Develop linear function models.**

No Value

**Objective 5: Use systems of two linear equations to solve real world problems.**

No Value

**Objective 6: Use linear inequalities in one variable to solve real world problems.**

No Value
<b>Objective 7: Examine exponential expressions and develop exponential function models.</b>
No Value
<b>Objective 8: Examine logarithmic expressions and develop logarithmic function models.</b>
No Value
<b>Objective 9: Develop quadratic function models to solve problems.</b>
No Value
<b>Objective 10: Investigate the characteristics of rational expressions.</b>
No Value
<b>Objective 11: Develop skills to work with radical expressions.</b>
No Value

<b>E-Matrix Form</b>
<b>Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b>
No Value
<b>Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.</b>
No Value
<b>Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.</b>
No Value
<b>Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.</b>
No Value
<b>Objective 4: Develop linear function models to solve problems.</b>
No Value
<b>Objective 5: Use systems of two linear equations to solve real-world problems.</b>
No Value
<b>Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.</b>

No Value

**Objective 7: Develop quadratic function models to solve problems.**

No Value

**Objective 8: Use inequalities to solve real world problems.**

No Value

**Objective 9: Explore arithmetic sequences and series.**

No Value

**Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.**

No Value

## F-Matrix Form

**Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

**Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.**

No Value

**Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.**

No Value

**Objective 3: Apply the order of operations to evaluate signed numerical expressions.**

No Value

**Objective 4: Solve problems involving operations with signed numbers.**

No Value

**Objective 5: Explore the characteristics and properties of real numbers.**

No Value

**Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.**

No Value

**Objective 7: Explore rates and ratios and use proportions to solve problems.**

No Value

**Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.**

No Value

**Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.**

No Value

**Objective 10: Solve linear equations in one variable numerically and algebraically.**

No Value

**Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.**

No Value

**Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.**

No Value

## G-Matrix Form

**If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.**

No Value

**If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.**

No Value

## H-Matrix Form

**Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.**

No Value

**Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.**

No Value

**Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.**

No Value



**Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.**

No Value

**Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.**

No Value

**Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.**

No Value

## **De Anza GE Form**

**Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

**Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

## Comments

### Stage 2: Department Chair

No Value

### Stage 3: Division Curriculum Representative

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
2-7-25	Specifications	Primary text	Recommended: Book Publication within last seven years. Is this the latest and only option?		
2-5-25	Learning Outcomes	: CSLO	Missing CSLO Please add one		

### Stage 4: Division Dean

No Value

### Stage 5: SLO Coordinator

No Value

### Stage 7: Content Review Matrix Liaison

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/6/25	Basic Course Information	Attachments	Required	Separate the objectives listed on the left-hand side into separate boxes. Then on the right-hand side list the skills/activities/assignments that relate to each individual objective listed on the left.	
3/12/25	Req/Adv	Prerequisite(s)	Required	Clarify whether or not PHTG 1 can be taken concurrently as it states here or it must be taken prior as stated in your matrix G. Also, did you want to include the noncredit version of PHTG 1 here as well?	

### Stage 8: Dean of Online Learning

No Value

### Stage 9: Articulation Officer

No Value

### Stage 10: De Anza General Education

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/18/25	De Anza GE Matrix	GE Matrix	Required	Please add responses to criteria 1-6 of the GE matrix	

### Stage 13: Curriculum Committee

No Value

## CO

### Sort ID (00 < 10; 0 < 100)

No Value

### Course Status

No Value

### Course Characteristics

No Value

### Cross-Listed/Related Course Information

No Value

### Cross-Listed/Related Course ID's

No Value

### DL Approval Date (MM/DD/YYYY)

No Value

### Hybrid Approval Date (MM/DD/YYYY)

No Value

### Curriculum Office Notes

- Changed 5-year revision to match credit course – ACE