

**EL CAMINO COLLEGE  
MINUTES OF THE COLLEGE CURRICULUM COMMITTEE  
NOVEMBER 9, 2010**

Present: J. Davidson, E. French-Preston, S. Gates, E. Goldmann, A. Himsel, L. Kjeseth, M. Lipe, E. Martinez, V. Nemie, T. Norton, V. Rayford, J. Sims, J. Thompson

Absent: F. Arce, S. Rodriguez

Ex-Officio Members Present: D. Budri, Q. Chapman, M. Hall, C. Lee, L. Suekawa

Ex-Officio Members Absent: Robert Brown

Also Present: Mrs. Kjeseth, L. Linka

**CALL TO ORDER**

Chair Kjeseth called the College Curriculum Committee (CCC) meeting to order at 2:35 p.m. He welcomed all members, and introduced a special guest - his Mom. The committee members gave her a warm welcome.

**APPROVAL OF MINUTES**

The minutes from the October 26 meeting were sent via email and approved (with comments) before today's meeting. Since the approval of minutes is done electronically, if there are errors, please advise and corrections will be made.

**CONSENT AGENDA**

Chair Kjeseth thanked members for approving all courses in CurricUNET. He has added comments and submitted for final action. Since the consent agenda was approved in CurricUNET prior to this meeting, a verbal response during the meeting is not required. The committee decided that once the consent agenda proposals are approved, they could be forwarded for final action.

**CHAIR'S REPORT**

- There are 12 courses in CurricUNET at the DCC level awaiting final approval. The current sub-committee for Standard Review is the last group scheduled for Fall.
- Chair Kjeseth suggested an idea for reviewing standard review proposals during the winter session:
  - Limit review to 20 courses
  - Two volunteers (obligation met for following spring semester)
  - Finish review by mid-January
  - Early completion is possible

- The sooner course review is completed, the better it is for the curriculum advisor and catalog changes.
- Chair Kjeseth and Q. Chapman are working on the curriculum timeline for the Spring 2011 semester.
- SB1440 was discussed. A lot of degree work may have to be done very quickly.
- The discussion returned to Standard Review. J. Thompson and E. French-Preston volunteered as the floating representatives during the winter session. The review can begin as early as December.
- Chair Kjeseth advised that new course proposals would be ready for full review by the next meeting. At that time, he will go over how to review new courses, since this is a different type of process. Because of this, the next meeting will be conducted in CHEM 108. Chair Kjeseth will also send an e-mail with instructions to guide you.

### **ANNOUNCEMENTS**

- The handouts included course review status and check list. If the courses listed on the first sheet are not reviewed, we will be out of compliance. Please contact Q. Chapman with any questions.
- Q. Chapman urged the CCC Representatives to continue the six-year review plans with their deans and DCCs.
- The date of the next meeting is November 23, and will be held in CHEM 108.
- Due to a request at the last meeting, handouts were available on how to conduct standard and full review.
- A. Himsel invited the members to a screening of an independent documentary film by her husband about Brain Injury and Art Therapy. She offered to send an e-mail with information.

### **ADJOURNMENT**

- Chair Kjeseth called for a motion to adjourn the meeting. A. Himsel moved, J. Thompson seconded, and the motion carried. The meeting was adjourned at 3:00 p.m.

**EL CAMINO COLLEGE  
COLLEGE CURRICULUM COMMITTEE  
November 9, 2010**

**Proposed Curriculum Changes for 2011-2012**

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**HEALTH SCIENCES AND ATHLETICS DIVISION**

**COURSE REVIEW; CHANGE IN CATALOG DESCRIPTION, CSU GENERAL EDUCATION REQUIREMENT**

1. Physical Education 65abc –Men’s Intercollegiate Tennis Team

*Current Status/Proposed Change*

This course provides instruction, training, and practice in the advanced techniques of tennis and the opportunity for intercollegiate competition. ~~Students~~ Student athletes will compete against conference schools and other colleges.

Note: This course is offered in the spring semester only.

Proposed for the CSU General Education Pattern - Area E

*Recommendation:*

This course provides instruction, training, and practice in the advanced techniques of tennis and the opportunity for intercollegiate competition. Student athletes will compete against conference schools and other colleges.

Note: This course is offered in the spring semester only.

Proposed for the CSU General Education Pattern - Area E

**HUMANITIES DIVISION**

**COURSE REVIEW**

1. English 98abcd – College Literary Magazine Editing and Publishing

## COURSE REVIEW; CHANGE IN CATALOG DESCRIPTION

### 1. English 22 – Suspense Literature

#### *Current Status/Proposed Change*

In this course students examine various types of suspense literature from the 19th century to the present. Students read, analyze, discuss, and evaluate examples of the most widely-read and enduring suspense literature forms: mystery, detective, crime, **thriller**, and psychological suspense fiction. Students also examine the history of suspense literature and the cultural contexts that have given rise to the various suspense genres. Other suspense literature genres may be **discussed**, including gothic, spy, **urban** fantasy, **horror**, **dystopian**, and ~~science-fiction~~ **horror**.

#### *Recommendation:*

In this course students examine various types of suspense literature from the 19th century to the present. Students read, analyze, discuss, and evaluate examples of the most widely-read and enduring suspense literature forms: mystery, detective, crime, thriller, and psychological suspense fiction. Students also examine the history of suspense literature and the cultural contexts that have given rise to the various suspense genres. Other suspense literature genres may be discussed, including gothic, spy, urban fantasy, dystopian, and horror.

### 2. English 26 – The Literature of Science Fiction

#### *Current Status/Proposed Change*

This course ~~examines~~ **surveys** various types of science fiction from ~~the 20th-century~~ **its nineteenth-century roots** to the present. Students ~~read, analyze, discuss, and evaluate examples of the most widely-read and enduring science-fiction genres: space adventure, utopian/dystopian, near future, high-tech, and futuristic human/social interaction.~~ ~~Students also will~~ examine the history of science fiction and the cultural contexts that have given rise to ~~the~~ **its** various ~~science-fiction~~ genres. **Students read, analyze, discuss, and evaluate examples of various science fiction genres, including Hard, Social or Soft, Feminist, Cyberpunk, Super- and Trans-humanism, Time Travel, Alternate History, Space Adventure, Utopian/Dystopian, Space Opera, Space Western, New Wave, and Steampunk.** Other ~~science-fiction~~ **genres related to science fiction** may be discussed ~~including~~ **as well, such as fantasy, gothic, ~~suspense, horror,~~ and ~~fantasy.~~ horror.**

#### *Recommendation:*

This course surveys various types of science fiction from its nineteenth-century roots to the present. Students will examine the history of science fiction and the cultural contexts that have given rise to its various genres. Students read, analyze, discuss, and evaluate examples of various science fiction genres, including Hard, Social or Soft, Feminist, Cyberpunk, Super- and Trans-humanism, Time Travel, Alternate History,

Space Adventure, Utopian/Dystopian, Space Opera, Space Western, New Wave, and Steampunk. Other genres related to science fiction may be discussed as well, such as fantasy, gothic, and horror.

3. English as a Second Language 54 – American Culture for ESL Students

*Current Status/Proposed Change*

This course will enable ESL students to succeed in college-level courses by introducing them to traditional and changing values in the United States such as individualism, self-reliance, pragmatism, and consumerism. Students will learn how these values affect education, family life, and popular culture. Students will improve their English language skills by analyzing television shows, movies, **and** magazine and newspaper articles, as well as by conducting informal surveys and observation tasks.

*Recommendation:*

This course will enable ESL students to succeed in college-level courses by introducing them to traditional and changing values in the United States such as individualism, self-reliance, pragmatism, and consumerism. Students will learn how these values affect education, family life, and popular culture. Students will improve their English language skills by analyzing television shows, movies, and magazine and newspaper articles, as well as by conducting informal surveys and observation tasks.

4. Japanese 1 – Elementary Japanese I

*Current Status/Proposed Change*

This course, taught within the context of Japanese culture, introduces students to the development of skills for language acquisition in speaking, listening, reading, and writing ~~linguistically~~ of ~~appropriate~~ modern Japanese. Students ~~are~~ also are introduced to the cultural background of the ~~language, including the relationships among cultural practices and perspectives and the general aspects of everyday life.~~ language. Technological support includes ~~videos,~~ computer programs, DVDs, ~~audio~~ CDs, ~~and~~ Internet access to ~~publishers'~~ online ~~websites for tutoring~~ materials and ~~other support.~~ tutorial services.

Note: This course is comparable to two years of high school Japanese.

*Recommendation:*

This course, taught within the context of Japanese culture, introduces students to the development of skills for language acquisition in speaking, listening, reading, and writing of modern Japanese. Students also are introduced to the cultural background of the language. Technological support includes computer programs, DVDs, CDs, Internet access to online materials and tutorial services.

Note: This course is comparable to two years of high school Japanese.

## 5. Japanese 2 – Elementary Japanese II

*Current Status/Proposed Change*

This course, taught within the context of Japanese culture, is a continuation of the study of elementary Japanese ~~with an emphasis~~ through intensive training on listening, speaking, reading, and writing. Students improve their ~~pronunciation and~~ speaking skills ~~along and with~~ extend their ~~understanding~~ study of spoken Japanese. ~~Computer programs~~ the basic grammar and ~~audio and video tapes are available~~ Kanji characters. Technological support includes computer programs, DVDs, CDs, Internet access to ~~reinforce the language skills acquired in the classroom.~~ online materials and tutorial services.

Note: The prerequisite for this course is comparable to two years of high school Japanese.

*Recommendation:*

This course, taught within the context of Japanese culture, is a continuation of the study of elementary Japanese through intensive training on listening, speaking, reading, and writing. Students improve their speaking skills and extend their study of the basic grammar and Kanji characters. Technological support includes computer programs, DVDs, CDs, Internet access to online materials and tutorial services.

Note: The prerequisite for this course is comparable to two years of high school Japanese.

## **COURSE REVIEW; CHANGE IN CATALOG DESCRIPTION, IGETC GENERAL EDUCATION REQUIREMENT**

## 1. Japanese 3 – Intermediate Japanese I

*Current Status/Proposed Change*

~~This~~ ~~In this first~~ intermediate course, taught within the context of Japanese culture, ~~emphasizes the study of the essentials of Japanese grammar and the fundamentals of formal Japanese composition. Through oral and written practice,~~ students develop their functional communication skills in Japanese through listening, speaking, reading, and writing practice. Students expand their knowledge of the Japanese ~~vocabulary~~ language and ~~use of idiomatic expressions.~~ culture. Students read ~~materials~~ material drawn from daily Japanese life.

Note: The prerequisite for this course is comparable to three years of high school Japanese.

### **Proposed IGETC General Education Requirement – Area 3B**

*Recommendation:*

In this first intermediate course, taught within the context of Japanese culture, students develop their functional communication skills in Japanese through listening, speaking,

reading, and writing practice. Students expand their knowledge of the Japanese language and culture. Students read material drawn from daily Japanese life.  
Note: The prerequisite for this course is comparable to three years of high school Japanese.

Proposed IGETC General Education Requirement – Area 3B

2. Japanese 4 – Intermediate Japanese II

*Current Status/Proposed Change*

~~This~~ **In this second intermediate** course, taught within the context of Japanese culture, ~~is a continuation of the study of essential Japanese grammar and formal composition. Through oral and written practice,~~ students further **develop their functional communication skills in Japanese through listening, speaking, reading, and writing practice.** Students expand their Japanese ~~vocabulary and use of idiomatic expressions.~~ **proficiency and cultural knowledge by comparing and contrasting the Japanese language and culture to their own.** Students read ~~materials~~ **material** drawn from daily ~~life and participate in daily conversations.~~ **Japanese life.**

Note: The prerequisite for this course is comparable to four years of high school Japanese.

**Proposed IGETC General Education Requirement – Area 3B**

*Recommendation:*

In this second intermediate course, taught within the context of Japanese culture, students further develop their functional communication skills in Japanese through listening, speaking, reading, and writing practice. Students expand their Japanese proficiency and cultural knowledge by comparing and contrasting the Japanese language and culture to their own. Students read material drawn from daily Japanese life.

Note: The prerequisite for this course is comparable to four years of high school Japanese.

Proposed IGETC General Education Requirement – Area 3B