



COURSE DISCIPLINE : ABSE

COURSE NUMBER : 18

COURSE TITLE (FULL) : Integrated Mathematics 1A

COURSE TITLE (SHORT) : Integrated Mathematics 1A

CATALOG DESCRIPTION

ABSE 18 is an introduction to algebraic reasoning and modeling. Topics of study include linear, exponential and radical functions, systems of equations, and data analysis. This course is designed to meet the needs of students who wish to begin their study of first semester Integrated Mathematics 1 and to earn high school credit in mathematics.

Total Lecture Units:0.00

Total Laboratory Units: 0.00

Total Course Units: 0.00

Total Lecture Hours:0.00

Total Laboratory Hours: 100.00

Total Laboratory Hours To Be Arranged: 0.00

Total Contact Hours: 100.00

Recommended Preparation: None

ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1				Explain and calculate mean, median and mode in the set of numbers;	Yes
2				perform conversion factors;	Yes
3				find the perimeter and area of the geometric figures;	Yes
4				compute problems using positive and negative numbers and algebraic operations;	Yes
5				solve equations with one variable;	Yes



6				demonstrate mastery of grammatical structures studied at a level sufficient to pass unit tests and the divisional grammar mastery test for ESL level 4 or equivalent;	Yes
7				decode reading passages at the 3,000 word level, identify main ideas and supporting details, make inferences, and summarize short passages.	Yes

EXIT STANDARDS

- 1 interpret parts of an expression in terms of its context;
- 2 explain the steps to solve a one-variable equation and construct a viable argument to justify a solution method;
- 3 solve equations and inequalities in one-variable including using coefficients represented by letters;
- 4 solve absolute value equations and inequalities and graph their solutions;
- 5 choose and interpret the scale and the origin in graphs;
- 6 represent constraints by equations or inequalities and by systems of equations or inequalities;
- 7 solve for a specific variable in a formula;
- 8 write functions that describe a relationship between two quantities;
- 9 identify the effects on a graph by changing part of a function;
- 10 create equations in two or more variables to represent relationships between quantities;
- 11 display and analyze data statistically.

STUDENT LEARNING OUTCOMES

- 1 solve one-variable linear equations and inequalities
- 2 use linear equations and inequalities to model real-world problems and be able to interpret solutions to such in the context provided by the problems
- 3 solve two-variable systems of linear equations and inequalities

COURSE CONTENT WITH INSTRUCTIONAL HOURS

	Description	Lecture	Lab	Total Hours
1	Quantitative Reasoning <ul style="list-style-type: none"> • Solving equations • Modeling quantities • Reporting with precision and accuracy 	0	6	6



2	<p>Algebraic Models</p> <ul style="list-style-type: none"> • Modeling with expressions • Creating and solving equations • Solving for a variable • Creating and solving inequalities • Creating and solving compound inequalities 	0	11	11
3	<p>Functions and Models</p> <ul style="list-style-type: none"> • Graphing relationships • Understanding relationships and functions • Modeling with functions • Graphing functions 	0	9	9
4	<p>Patterns and sequences</p> <ul style="list-style-type: none"> • Identifying and graphing sequences • Constructing arithmetic sequences • Modeling with arithmetic sequences 	0	7	7
5	<p>Linear Functions</p> <ul style="list-style-type: none"> • Understanding linear functions • Using intercepts • Interpreting rate of change and slope 	0	7	7
6	<p>Forms of Linear Equations</p> <ul style="list-style-type: none"> • Slope-intercept form • Point-slope form • Standard form • Transforming linear functions • Comparing properties of linear functions 	0	11	11
7	<p>Linear Equations and Inequalities</p> <ul style="list-style-type: none"> • Modeling linear relationships • Using functions to solve one-variable equations • Linear inequalities in two variables 	0	7	7
8	<p>Multi-Variable Categorical Data</p> <ul style="list-style-type: none"> • Two-way frequency tables • Relative frequency tables 	0	4	4



9	One-Variable Data Distributions <ul style="list-style-type: none"> • Measures of center and spread • Data distributions and outliers • Histograms and box plots • Normal distributions 	0	9	9
10	Linear Modeling and Regression <ul style="list-style-type: none"> • Scatter plots and trend lines • Fitting a linear model to data 	0	4	4
11	Solving Systems of Linear Equations <ul style="list-style-type: none"> • Solving linear systems by graphing • Solving linear systems by substitution • Solving linear systems by adding or subtracting • Solving linear systems by multiplying first 	0	9	9
12	Modeling with Linear Systems <ul style="list-style-type: none"> • Creating systems of linear equations • Graphing systems of linear inequalities • Modeling with linear systems 	0	7	7
13	Piecewise-Defined Functions <ul style="list-style-type: none"> • Understanding piecewise-defined functions • Absolute value functions and transformations • Solving absolute value equations • Solving absolute value inequalities 	0	9	9
				100

OUT OF CLASS ASSIGNMENTS

1 Not applicable

METHODS OF EVALUATION

- 1 individualized contract
- 2 assessments at the end of each chapter
- 3 unit exams



COURSE OUTLINE : ABSE 18

N Non-Credit

COURSE ID

10/3/2018

METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	IBSN	Date
Integrated Mathematics 1	Required	Houghton Mifflin Harcourt	1	print	Timothy D. Kanold	978-0-544- 38975-5	2015



COURSE OUTLINE : ABSE 19

N Non-Credit

COURSE ID

10/3/2018

COURSE DISCIPLINE : ABSE

COURSE NUMBER : 19

COURSE TITLE (FULL) : Integrated Mathematics 1B

COURSE TITLE (SHORT) : Integrated Mathematics 1B

CATALOG DESCRIPTION

ABSE 19 is an introduction to geometric reasoning and modeling. Topics of study include exponential functions, equations and models; transformations and symmetry; congruence; lines and angles; triangles, quadrilaterals and coordinate proofs. This course is designed to meet the needs of students who wish to begin their study of second semester Intermediate Mathematics 1 and to earn high school credit in mathematics.

Total Laboratory Units: 0.00

Total Course Units: 0.00

Total Lecture Hours:0.00

Total Laboratory Hours: 100.00

Total Laboratory Hours To Be Arranged: 0.00

Total Contact Hours: 100.00

Recommended Preparation: None

ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1				Interpret parts of an expression in terms of its context;	Yes
2				explain the steps to solve a one-variable equation and construct a viable argument to justify a solution method;	Yes
3				solve equations and inequalities in one-variable including using coefficients represented by letters;	Yes
4				solve absolute value equations and inequalities and graph their solutions;	Yes
5				choose and interpret the scale and the origin in graphs;	Yes



COURSE OUTLINE : ABSE 19

N Non-Credit

COURSE ID

10/3/2018

6				represent constraints by equations or inequalities and by systems of equations or inequalities;	Yes
7				solve for a specific variable in a formula;	Yes
8				write functions that describe a relationship between two quantities;	Yes
9				identify the effects on a graph by changing part of a function;	Yes
10				create equations in two or more variables to represent relationships between quantities;	Yes
11				display and analyze data statistically.	Yes

EXIT STANDARDS

- 1 Compare linear and exponential growth;
- 2 interpret the parameters in a linear or exponential function in terms of a context;
- 3 write arithmetic and geometric sequences both recursively and with an explicit formula;
- 4 make a variety of formal geometric constructions using a variety of tools;
- 5 experiment with transformations in the plane;
- 6 understand congruence in terms of rigid motions;
- 7 explain triangle congruence in terms of rigid motion;
- 8 prove theorems about lines and angles, triangles, and parallelograms.

STUDENT LEARNING OUTCOMES

- 1 model geometric sequences both recursively and with an explicit formula
- 2 use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion of a given figure
- 3 use coordinates to compute perimeters of polygons and areas of triangles and rectangles

COURSE CONTENT WITH INSTRUCTIONAL HOURS

	Description	Lecture	Lab	Total Hours
1	Geometric Sequences and Exponential Functions <ul style="list-style-type: none"> • Understanding and constructing geometric sequences • Constructing exponential functions • Graphing exponential functions • Transforming exponential functions 	0	9	9



COURSE OUTLINE : ABSE 19

N Non-Credit

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2	<p>Exponential Equations and Models</p> <ul style="list-style-type: none"> • Using graphs and properties to solve equations with exponents • Modeling exponential growth and decay • Using exponential regression models • Comparing linear and exponential models 	0	8	8
3	<p>Geometric Tools</p> <ul style="list-style-type: none"> • Segment length and midpoint • Angle measures and angle bisectors • Representing and describing transformations • Reasoning and proof 	0	8	8
4	<p>Transformations and Symmetry</p> <ul style="list-style-type: none"> • Translations • Reflections • Rotations • Symmetry 	0	8	8
5	<p>Congruent Figures</p> <ul style="list-style-type: none"> • Sequences of transformations • Proving figures are congruent using rigid motions • Congruence of corresponding parts of congruent figures 	0	6	6
6	<p>Lines and angles</p> <ul style="list-style-type: none"> • Angles formed by intersecting lines • Transversals and parallel lines • Proving lines are parallel • Perpendicular lines • Equations of parallel and perpendicular lines 	0	10	10
7	<p>Triangle Congruence Criteria</p> <ul style="list-style-type: none"> • Understanding and constructing congruent triangles • Angle-side-angle triangle congruence • Side-angle-side triangle congruence • Side-side-side triangle congruence 	0	9	9



COURSE OUTLINE : ABSE 19

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8	Applications of Triangle Congruence <ul style="list-style-type: none"> • Justifying constructions • Angle-angle-side triangle congruence • Hypotenuse-leg triangle congruence 	0	7	7
9	Properties of Triangles <ul style="list-style-type: none"> • Interior and exterior angles • Isosceles and equilateral triangles • Triangle inequalities 	0	6	6
10	Special Segments in Triangles <ul style="list-style-type: none"> • Perpendicular bisectors of triangles • Angle bisectors of triangles • Medians and altitudes of triangles • Mid-segments of triangles 	0	9	9
11	Properties of quadrilaterals <ul style="list-style-type: none"> • Properties and conditions for parallelograms • Properties and conditions for rectangles, rhombuses and squares • Properties and conditions for kites and trapezoids 	0	10	10
12	Coordinate Proof Using Slope and Distance <ul style="list-style-type: none"> • Slope and parallel lines • Slope and perpendicular lines • Coordinate proof using distance with segments and triangles • Coordinate proofs using distance with quadrilaterals • Perimeter and area on the coordinate plane 	0	10	10
				100

OUT OF CLASS ASSIGNMENTS

1 not applicable

METHODS OF EVALUATION

1 individualized contract

2 assessments at the end of each chapter

3 unit exams



COURSE OUTLINE : ABSE 19

N Non-Credit

COURSE ID

10/3/2018

METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
Integrated Mathematics 1	Required	Houghton Mifflin Harcourt	1	print	Timothy D. Kanold	978-0-544- 38976-2	2015



COURSE OUTLINE : ABSE 28
N Non-Credit
COURSE ID
10/4/2018

COURSE DISCIPLINE : ABSE
COURSE NUMBER : 28
COURSE TITLE (FULL) : Algebra 2A
COURSE TITLE (SHORT) : Algebra 2A

CATALOG DESCRIPTION

ABSE 28 focuses on linear, quadratic, and exponential functions including polynomial, rational, and radical functions. Students work closely with the expressions that define the functions and expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Students explore the effects of transformations on graphs of diverse functions, including functions arising in applications.

ABSE 28 is aligned with the California Common Core State Standards and high school grade-specific standards to define college and career readiness expectations. It meets the requirements for a high school diploma.

Total Lecture Units:0.00

Total Laboratory Units: 0.00

Total Course Units: 0.00

Total Lecture Hours:0.00

Total Laboratory Hours: 100.00

Total Laboratory Hours To Be Arranged: 0.00

Total Contact Hours: 100.00

Recommended Preparation: None



ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1				Converse at a functional level adequate for everyday use on the campus and in the community;	Yes
2				demonstrate understanding of the majority of face-to-face speech, recorded, and live dialogues in standard dialect at a normal rate, although some repetition may be required;	Yes
3				approximate standard American pronunciation well enough to be understood by typical fluent speakers of English;	Yes
4				solve absolute value equations and inequalities and graph their solutions;	Yes
5				choose and interpret units consistently in formulas;	Yes
6				choose and interpret the scale and the origin in graphs;	Yes
7				create linear and quadratic equations to solve problems;	Yes
8				create equations in two or more variables to represent relationships between quantities;	Yes
9				construct linear and exponential functions including arithmetic and geometric sequences from various sources;	Yes
10				interpret and compare linear, quadratic, and exponential growth; display and analyze data statistically;	Yes
11				solve simple problems involving theoretical and experimental probability;	Yes
12				make a variety of formal geometric constructions using a variety of tools;	Yes
13				understand congruence in terms of rigid motions;	Yes
14				prove theorems about lines and angles, triangles, and parallelogram;	Yes
15				prove theorems involving similarity;	Yes
16				define trigonometric ratios and solve problems involving right triangles;	Yes



17				explain and use formulas for determining the volume and surface area of solids;	Yes
18				use coordinates to prove simple geometric theorems algebraically;	Yes
19				apply theorems about circles.	Yes

EXIT STANDARDS

- 1 Graph solution sets of compound inequalities;
- 2 write and graph equations for linear equations and inequalities in two variable and absolute value functions;
- 3 solve systems using matrices;
- 4 solve linear systems of two or three variables by graphing;
- 5 write and use linear systems to solve real life problems;
- 6 factor quadratic polynomials;
- 7 use complex number systems;
- 8 solve and graph quadratic equations, inequalities and functions;
- 9 perform operations on polynomials;
- 10 evaluate, graph and find the zeros of polynomial functions;
- 11 evaluate nth roots of real numbers using both radicals and exponential notation;
- 12 graph and use exponential and logarithmic functions.

STUDENT LEARNING OUTCOMES

- 1 create equations that describe numbers or relationships
- 2 construct and compare linear and exponential models of applied problems
- 3 construct graphs of equations and inequalities



COURSE CONTENT WITH INSTRUCTIONAL HOURS

	Description	Lecture	Lab	Total Hours
1	Expressions, Equations, and Inequalities <ul style="list-style-type: none"> • Patterns and expressions • Properties of real numbers • Algebraic expressions • Solving equations • Solving inequalities • Absolute value equations and inequalities 	0	12	12
2	Functions, Equations, and Graphs <ul style="list-style-type: none"> • Relations and functions • Direct variation • Linear functions and slope intercept form • Using linear models • Families of functions • Absolute value functions and graphs • Two-variable inequalities 	0	14	14
3	Linear Systems <ul style="list-style-type: none"> • Solving systems using tables and graphs • Solving systems algebraically • Systems of inequalities • Linear programming • Systems with three variables • Solving systems using matrices 	0	12	12
4	Quadratic Functions and Equations <ul style="list-style-type: none"> • Quadratic functions and transformations • Standard form of a quadratic function • Modeling with quadratic functions • Factoring quadratic expressions • Quadratic equations • Completing the square • The quadratic formula • Complex numbers • Quadratic systems 	0	18	18



5	<p>Polynomials and Polynomial Functions</p> <ul style="list-style-type: none"> • Polynomial functions • Polynomials, linear factors, and zeros • Solving polynomial equations • Dividing polynomials • Theorems about roots and polynomial equations • The Fundamental Theorem of Algebra • The Binomial Theorem • Polynomial models in the real world • Transforming polynomial functions 	0	18	18
6	<p>Radical Functions and Rational Exponents</p> <ul style="list-style-type: none"> • Roots and radical expressions • Multiplying and dividing radical expressions • Binomial radical expressions • Rational exponents • Solving square root and other radical equations • Function operations Inverse relations and functions • Graphing radical functions 	0	14	14
7	<p>Exponential and Logarithmic Functions</p> <ul style="list-style-type: none"> • Exploring exponential models • Properties of exponential functions • Logarithmic functions as inverses • Properties of logarithms • Exponential and logarithmic equations • Natural logarithms 	0	12	12
				100

OUT OF CLASS ASSIGNMENTS

1 Not applicable

METHODS OF EVALUATION

- 1 individualized contract
- 2 assessments at the end of each chapter
- 3 unit exams



COURSE OUTLINE : ABSE 28
N Non-Credit
COURSE ID
10/4/2018

METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	IBSN	Date
Algebra 2 Common Core	Required	Pearson	1	Print	R. Charles	10: 013328116 7	2015



COURSE OUTLINE : ABSE 29

N Non-Credit

COURSE ID

10/4/2018

COURSE DISCIPLINE : ABSE

COURSE NUMBER : 29

COURSE TITLE (FULL) : Algebra 2B

COURSE TITLE (SHORT) : Algebra 2B

CATALOG DESCRIPTION

ABSE 29 focuses on rational functions, sequences and series, and quadratic relations and conic sections. Students continue solving complex systems of equations including matrices. They use the coordinate plane to extend trigonometry to model periodic phenomena and expand basic functions to the entire unit circle. Students identify different ways of collecting and analyzing data and the role of randomness and careful design in the conclusions that can be drawn.

Total Lecture Units:0.00

Total Laboratory Units: 0.00

Total Course Units: 0.00

Total Lecture Hours:0.00

Total Laboratory Hours: 100.00

Total Laboratory Hours To Be Arranged: 0.00

Total Contact Hours: 100.00

Recommended Preparation: None

ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1				Write and graph equations for linear equations and inequalities in two variable and absolute value functions;	Yes
2				solve systems using matrices;	Yes



3				solve linear systems of two or three variables by graphing;	Yes
4				write and use linear systems to solve real life problems;	Yes
5				factor quadratic polynomials;	Yes
6				use complex number systems;	Yes
7				solve and graph quadratic equations, inequalities and functions;	Yes
8				perform operations on polynomials;	Yes
9				evaluate, graph and find the zeros of polynomial functions;	Yes
10				evaluate nth roots of real numbers using both radicals and exponential notation;	Yes
11				graph and use exponential and logarithmic functions.	Yes

EXIT STANDARDS

- 1 Build a function that models a relationship between two quantities;
- 2 construct and compare linear and exponential models and solve problems;
- 3 rewrite rational expressions;
- 4 translate between the geometric description and the equation for a conic section;
- 5 represent and model with vector quantities;
- 6 perform operations on matrices and use matrices in applications;
- 7 evaluate random processes underlying statistical experiments;
- 8 use the rules of probability to compute probabilities of compound events in a uniform probability model;
- 9 prove and apply trigonometric identities;
- 10 define trigonometric ratios and apply trigonometry to general triangles;
- 11 illustrate the periodicity of the trigonometric functions using the unit circle.

STUDENT LEARNING OUTCOMES

- 1 analyze functions using different representations
- 2 summarize, represent and interpret data



3 model periodic phenomena with trigonometric functions

COURSE CONTENT WITH INSTRUCTIONAL HOURS

	Description	Lecture	Lab	Total Hours
1	Rational Functions <ul style="list-style-type: none"> • Inverse variation • The reciprocal function family • Rational functions and their graphs • Rational expressions • Solving rational equations 	0	11	11
2	Sequences and Series <ul style="list-style-type: none"> • Mathematical patterns • Arithmetic sequences and series • Geographic sequences and series 	0	7	7
3	Quadratic Relations and Conic Sections <ul style="list-style-type: none"> • Exploring conic sections • Parabolas • Circles • Ellipses • Hyperbolas • Translating conic sections 	0	13	13
4	Probability and Statistics <ul style="list-style-type: none"> • Permutations and combinations • Probability • Probability of multiple events • Conditional probability • Probability models • Analyzing data • Standard deviation • Samples and surveys • Binomial Distributions • Normal distributions 	0	22	22



COURSE OUTLINE : ABSE 29

N Non-Credit

COURSE ID

10/4/2018

5	Matrices <ul style="list-style-type: none"> • Adding and subtracting matrices • Matrix multiplication • Determinants and Inverses • Inverse matrices and systems • Geometric transformations • Vectors 	0	13	13
6	Periodic functions and trigonometry <ul style="list-style-type: none"> • Periodic functions • Angles and unit circle • Radian measure • Sine function • Cosine function • Tangent function • Translating sine and cosine functions • Reciprocal trigonometric functions 	0	18	18
7	Trigonometric Identities and Equations <ul style="list-style-type: none"> • Trigonometric identities • Solving trigonometric equations using inverses • Right triangles and trigonometric ratios • Area and the law of sines • The law of cosines • Angle identities • Double-angle and half-angle identities 	0	16	16
				100

OUT OF CLASS ASSIGNMENTS

1 Not applicable

METHODS OF EVALUATION

- 1 individualized contract
- 2 assessments at the end of each chapter
- 3 unit exams



COURSE OUTLINE : ABSE 29

N Non-Credit

COURSE ID

10/4/2018

METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
Algebra 2 Common Core	Required	Pearson	1	Print	Randall Charles	10:0133281167	2015



COURSE OUTLINE : ESL 159
C Credit – Not Degree Applicable
COURSE ID
10/10/2018

COURSE DISCIPLINE : ESL
COURSE NUMBER : 159
COURSE TITLE (FULL) : Editing and Proofreading
COURSE TITLE (SHORT) : Editing and Proofreading

CATALOG DESCRIPTION

ESL 159 is designed to complement ESL 151 in the development and practice of editing and proofreading of thesis-based essays in addition to techniques to improve the syntax and grammar of essays. Increasingly complex mechanical (punctuation) and grammatical structures are covered.

Total Lecture Units:1.00

Total Laboratory Units: 0.00

Total Course Units: 1.00

Total Lecture Hours:18.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged: 0.00

Total Contact Hours: 18.00

Prerequisite: Placement is based on a composite of test scores and academic background or satisfactory completion of ESL 141.

Recommended Co-requisite: Concurrent enrollment in ESL 151 and an appropriate ESL listening and speaking course (ESL 145 or ESL 155).

ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1	ESL	141	Grammar And Writing IV	compose a 400 to 450-word thesis-based essay which:	Yes
2	ESL	141	Grammar And Writing IV	a. summarizes and cites appropriately a reading passage provided as a prompt;	Yes



3	ESL	141	Grammar And Writing IV	b. includes a clear thesis statement;	Yes
4	ESL	141	Grammar And Writing IV	c. uses evidence to support the thesis;	Yes
5	ESL	141	Grammar And Writing IV	d. shows clear organization into an introduction, body and conclusion;	Yes
6	ESL	141	Grammar And Writing IV	e. uses appropriate rhetorical modes such as comparison/contrast, cause/effect and persuasion in order to support a thesis;	Yes
7	ESL	141	Grammar And Writing IV	demonstrate control of verb tenses in active and passive voice, gerunds and infinitives, conditionals real and unreal, adjective, noun, and adverb clauses, and transitional expressions;	Yes
8	ESL	141	Grammar And Writing IV	comprehend multi-paragraph reading passages in textbooks.	Yes

EXIT STANDARDS

1. Edit for grammatical errors in the use of: subject and verb agreement, verb tense and aspect, modals, gerunds and infinitives, articles, prepositions, and transitions;
2. edit for punctuation errors in the use of: fragments, comma splices, run-ons; commas, semicolons, and quotation marks.

STUDENT LEARNING OUTCOMES

- 1 Proofread and edit grammatical structures at an advanced level with 70% accuracy.

COURSE CONTENT WITH INSTRUCTIONAL HOURS

Description	Lecture	Lab	Total Hours
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1	Editing and Proofreading of contextualized errors in: <ul style="list-style-type: none"> • verb tense use; • gerund and infinitive use; • subject and verb agreement; • article use; • modal use; • preposition use; • transition use; • run-on sentences; • fragments; • commas splices; • commas and semicolon use; • quotation mark use. 	18	0	18
				18

OUT OF CLASS ASSIGNMENTS

- 1 supplementary grammar practice out of class;
- 2 supplementary editing practice out of class.

METHODS OF EVALUATION

- 1 lecture on specific grammatical points to be learned;
- 2 lecture on specific mechanical (punctuation) points to be learned;
- 3 pair and group work.

METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
-
-
-



COURSE OUTLINE : ESL 159
C Credit – Not Degree Applicable
COURSE ID
10/10/2018

Independent Study

Collaboratory Learning

Demonstration

Field Activities (Trips)

Guest Speakers

Presentations

TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
Writing Clearly: Grammar for Editing		Heinle	3		Lane, Janet	978-1-111-35197-7	2011 This is the most recent version of the text
Grammar and Beyond 4		Cambridge	1		Bunting, John D.	978-0521143011	2012 This is the most recent version of the text



COURSE OUTLINE : DANCE 119

D Credit – Degree Applicable

COURSE ID

10/4/2018

COURSE DISCIPLINE : DANCE

COURSE NUMBER : 119

COURSE TITLE (FULL) : Hip-Hop Performance Skills

COURSE TITLE (SHORT) : Hip-Hop Performance Skills

CATALOG DESCRIPTION

DANCE 119 provides the student with practical experience in hip-hop performance skills and advanced technical development. The course emphasizes specific performance values and rehearsal techniques necessary to meet the demands of current professional dance for theater, film, and television.

Total Lecture Units:1.00

Total Laboratory Units: 0.50

Total Course Units: 1.50

Total Lecture Hours:18.00

Total Laboratory Hours: 27.00

Total Laboratory Hours To Be Arranged: 0.00

Total Contact Hours: 45.00

Prerequisite: DANCE 129 – Hip-Hop II

ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1	DANCE	129	Hip-Hop II	identify and define intermediate hip-hop dance terminology in practical and written assignments;	Yes
2	DANCE	129	Hip-Hop II	demonstrate the coordination, strength, cardiovascular fitness and rhythm required to execute the technical aspects of intermediate turns and jumps in hip-hop dance;	Yes



COURSE OUTLINE : DANCE 119

D Credit – Degree Applicable

COURSE ID

10/4/2018

3	DANCE	129	Hip-Hop II	examine the social influence of hip-hop in terms of demographics, choreography, music, ethnic influence, and technical performance;	Yes
4	DANCE	129	Hip-Hop II	discuss the development of hip-hop from street to competitive dance forms;	Yes
5	DANCE	129	Hip-Hop II	perform intermediate and advanced hip-hop combinations that utilize locking, popping, rhythm, and personal style.	Yes

EXIT STANDARDS

1. Identify and define advanced hip-hop dance techniques and styles in relation to hip-hop dance such as breaking, locking, popping, roboting and tutting;
2. demonstrate performance styles of hip-hop dance including solo and group performance;
3. analyze a hip-hop dance performance in terms of the choreographic process, elements of dance, interpretation, and style;
4. perform in a hip-hop dance piece.

STUDENT LEARNING OUTCOMES

- 1 identify and define advanced hip-hop dance techniques and styles in relation to hip-hop dance in theater, film, and television performances;
- 2 demonstrate performance styles of hip-hop dance;
- 3 analyze a hip-hop dance performance;

COURSE CONTENT WITH INSTRUCTIONAL HOURS

	Description	Lecture	Lab	Total Hours
1	Historical overview of style, technique, and terminology • Hip-hop for theater • Hip-hop for film • Hip-hop for television	5	0	5
2	Specialized techniques • Film • Theater • Television	5	2	7



COURSE OUTLINE : DANCE 119

D Credit – Degree Applicable

COURSE ID

10/4/2018

3	Technique development • Alignment • Locomotive movement combinations • Partnering • Crews and formations	3	2	5
4	Performance skills • Focus • Rhythm • Dynamic • Space • Interpretation • Style • Presentation	3	11	14
5	Rehearsal • Elements of dance • Choreographic process • Rehearsal process	2	12	14
				45

OUT OF CLASS ASSIGNMENTS

- 1 attendance at GCC Dance Department performances;
- 2 on-line research of the dance genre;
- 3 written evaluation of the performances attended.

METHODS OF EVALUATION

- 1 movement exams;
- 2 class participation in critiques, analysis, and evaluation of dance performance;
- 3 written exams;
- 4 written essays; ex. Choreographic Dance Techniques in the Film “You Got Served”
- 5 final exam/performance.

METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio



COURSE OUTLINE : DANCE 119

D Credit – Degree Applicable

COURSE ID

10/4/2018

- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
The Oxford Dictionary of Dance	Required	Oxford University Press	2	Print	Craine, Debra	0199563446	2010 (this is the most recent version of this text)



COURSE OUTLINE : DANCE 139

D Credit – Degree Applicable

COURSE ID

10/4/2018

COURSE DISCIPLINE : DANCE
COURSE NUMBER : 139
COURSE TITLE (FULL) : Choreography II
COURSE TITLE (SHORT) : Choreography II

CATALOG DESCRIPTION

DANCE 139 provides the students with the opportunity to choreograph an original work for dance production. The course emphasizes the practice of the choreographic process through the development of choreography, integrating choreographic principles, form, and structure.

Total Lecture Units:1.00

Total Laboratory Units: 1.00

Total Course Units: 2.00

Total Lecture Hours:18.00

Total Laboratory Hours: 54.00

Total Laboratory Hours To Be Arranged: 0.00

Total Contact Hours: 72.00

Prerequisite: DANCE 130 -- Choreography

ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1	DANCE	130	Choreography	identify and define choreographic principles, form, and structure in practical and written assignments;	Yes
2	DANCE	130	Choreography	demonstrate and explain the choreographic process, relationships involving contact, and the difference between pulsating, explosive, and collapsed movements;	Yes
3	DANCE	130	Choreography	develop an original piece of choreography utilizing choreographic principles, moving through space, and phrasing;	Yes



COURSE OUTLINE : DANCE 139

D Credit – Degree Applicable

COURSE ID

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4	DANCE	130	Choreography	analyze a dance performance in terms of motivation, use of space, time, force, music selection, and technical performance in live, video and in class performance;	Yes
5	DANCE	130	Choreography	discuss the development of choreography from the 1900's to present.	Yes

EXIT STANDARDS

- 1 Select stimuli to interpret a story or an abstract idea for a choreography;
- 2 generate movement material using the advanced choreographic principles, improvisation and contact improvisation;
- 3 select a choreographic structure best suited to express the motivational aspect of the choreography
- 4 write a proposal including budget, floor-plan, and lighting design and casting;
- 5 analyze the effect of a performance piece on the audience in terms of focus, intention, meaning and communication.

STUDENT LEARNING OUTCOMES

- 1 write a choreography proposal;
- 2 select movement material and a choreographic structure to create a choreography;
- 3 teach a choreography that interprets an abstract idea or a story line;
- 4 analyze the effect of a performance piece on the audience.

COURSE CONTENT WITH INSTRUCTIONAL HOURS

		Lecture	Lab	Total Hours
1	Introduction • Dance as a performing art form • Performance aspects	2	0	2
2	Stimuli • Music • Text or poetry • Current affairs • Paintings, photographs, sculptures • Objects • Colors	3	8	11



COURSE OUTLINE : DANCE 139

D Credit – Degree Applicable

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3	Development of idea • Discussion • Experimentation • Selection	3	10	13
4	Selection of movement material • Improvisation • Contact improvisation • Creation of dance phrases	2	2	4
5	Advanced Choreographic Structure • Solo, duet, group • Contrast • Transition and climax • Narrative and abstract • Theme and Variation (AB, ABA etc.) • Rondo • Canon • Structured improvisation • Chance • Mirroring • Motivation	3	15	18
6	Organization and time management • Movement material • Floor plan • Lighting design • Budgeting • Casting	3	15	18
7	Effect on audience • Focus • Intention • Meaning • Communication	2	4	6
				72

OUT OF CLASS ASSIGNMENTS

- 1 attendance at GCC Dance Department performances;
- 2 on-line research of the stimuli used in a choreography;
- 3 written choreography proposal.



COURSE OUTLINE : DANCE 139

D Credit – Degree Applicable

COURSE ID

10/4/2018

METHODS OF EVALUATION

1. choreography exams;
2. class participation in critiques, analysis, and evaluation of dance performance;
3. written choreography proposal (including interpretation of choreographic principles and planning of choreographic process.
4. performance participation.
5. midterm examination.
6. final examination

METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
A Choreographers Handbook	Required	Routledge		Print	Burrows, Jonathan	041555530-2	2010



COURSE OUTLINE : HIST 133H
D Credit – Degree Applicable
COURSE ID
10/4/2018

COURSE DISCIPLINE : CATALOG DESCRIPTION HIST

COURSE NUMBER : 133H
COURSE TITLE (FULL) : Honors History of Science
COURSE TITLE (SHORT) : History of Science

HIST 133H is a history of the notable scientific ideas and discoveries in Western civilization. It is a seminar, colloquial style discussion that examines the forces in history that led to the development of the major scientific revolutions and thinkers that have shaped modern industrialized humanity and culture. Some of the thinkers and scientists studied include the philosophy of science, the scientific method, science and pseudoscience, how science interacts with other cultural elements, ancient science, magic and renaissance science, the Copernican Revolution, the Newtonian Revolution, the Darwinian Revolution, Pasteur and the medical revolution, and the Einstein Revolution. The course enhances students' understanding of the present by a better understanding of the past. The Honors course is enhanced in one or more of the following ways: 1. Students have an increased responsibility for leading class discussions and facilitating group activities inside and outside the classroom. 2. Writing assignments are focused on critical thinking, the interpretation of primary sources, and the application of historical concepts.

Total Lecture Units :3.00

Total Laboratory Units: 0.00

Total Course Units: 3.00

Total Lecture Hours: 54.00

Total Laboratory Hours: 0.00

Total Laboratory Hours: To Be Arranged: 0.00

Total Contact Hours: 54.00

Recommended Preparation: ENGL - 120 - Composition and Reading

ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1	ENGL	120	Composition and Reading	Compose thesis-based essays at a first-year college level;	Yes
2	ENGL	120	Composition and Reading	use detailed examples, facts, logical explanations, and other appropriate support for thesis statements;	Yes



3	ENGL	120	Composition and Reading	critically analyze selected prose works dealing with important contemporary issues;	Yes
4	ENGL	120	Composition and Reading	summarize, analyze, and synthesize information, express and apply standards for judgment, compare and contrast, and evaluate evidence in order to form and state reasoned opinions;	Yes
5	ENGL	120	Composition and Reading	gather and organize information through library research;	Yes
6	ENGL	120	Composition and Reading	demonstrate a command of grammar, diction, syntax, and mechanics sufficient for college level work: control of standard English at the sentence level, with few major errors in grammar and punctuation.	Yes

EXIT STANDARDS

- 1 Summarize various scientific philosophies and approaches;
- 2 explain key events from the history of science;
- 3 illustrate major shifts in the fields of math, physics, biology, and chemistry.

STUDENT LEARNING OUTCOMES

- 1 evaluate how scientific skills developed over time;
- 2 debate controversial issues using historical texts;
- 3 evaluate and discuss the interaction of science and culture.

COURSE CONTENT WITH INSTRUCTIONAL HOURS

		Lecture	Lab	Total Hours
1	Introduction/History of Science <ul style="list-style-type: none"> • Science and pseudoscience • Relationships between science and cultural traditions • The world of prescience myth and science 	4	0	4

COURSE OUTLINE : HIST 133H

D Credit – Degree Applicable

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2	Science in the Ancient World: Mesopotamia, Sumeria, Greece <ul style="list-style-type: none"> • Hellenic and Hellenistic science • Islamic science • Indian science: Hindu math 	10	0	10
3	Roman Science/Technology and the Rise of Islamic Science <ul style="list-style-type: none"> • Medieval science 	1	0	1
4	The Copernican Revolution	3	0	3
5	The Newtonian Revolution and Synthesis	3	0	3
6	The Scientific Revolution	3	0	3
7	The Geological Revolution and the Discovery of the Earth	2	0	2
8	The Darwinian Revolution and Evolution Deep Time <ul style="list-style-type: none"> • Darwin and the Victorian world • Natural Selection and the development of the genetic world of science 	2	0	2
9	Pasteur and the Medical Revolution <ul style="list-style-type: none"> • Development of medical science in America 	3	0	3
10	Faraday, Maxwell, and the Discovery of Electromagnetism	2	0	2
11	New Directions in Math: Cantor, Peano, Russel	3	0	3
12	The Einstein Revolution: Relativity in the Context of Fin de Siecle Europe	7	0	7
13	Quantum Mechanics	3	0	3
14	The Big Bang	4	0	4
15	Unresolved Issues in Cosmology, Physics, Life Science	4	0	4
				54



OUT OF CLASS ASSIGNMENTS

- 1 essays evaluating major shifts in the field using primary sources (e.g., read letters between Galileo and the Duchess and explain how they exemplify the values of the Scientific Revolution);
- 2 read a book dealing with a scientific controversy and write a research paper on one aspect of this controversy (e.g., read "Merchants of Doubt" and evaluate shifts in methods of research and how science is used in the media).

METHODS OF EVALUATION

- 1 class participation demonstrating course exit standards (e.g., in-class debate about the impact of scientific advances on the non-scientific community);
- 2 examinations;
- 3 research project with historical primary sources (e.g., read congressional hearings for the atomic bomb and debate the evidence).

METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
The Structure of the Scientific Revolution	Required	University of Chicago Press	4	Print	Kuhn, Thomas S.	9780226458120	2012 (This text remains an essential

COURSE OUTLINE : HIST 133H

D Credit – Degree Applicable

COURSE ID

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							work in the field)
A History of Science in Society	Required	Toronto University Press	3	Print	Cormack, Leslie	978-1442634992	2017



COURSE OUTLINE : OBT 250

N Non-Credit

COURSE ID

10/4/2018

COURSE DISCIPLINE : OBT

COURSE NUMBER : 250

COURSE TITLE (FULL) : Practical Mathematics for Trades

COURSE TITLE (SHORT) : Practical Math for Trades

CATALOG DESCRIPTION

OBT 250 provides the practical math skills needed in a wide variety of trade, technical, and other occupational areas. Topics include numeracy, fractions, decimals, unit conversions, ratios, proportions, algebra, measurement, and statistics. Hands on activities in a variety of technical areas such as surveying, manufacturing, electronics, construction, and engineering technology including the appropriate application of technology are emphasized.

Total Lecture Units:0.00

Total Laboratory Units: 0.00

Total Course Units: 0.00

Total Lecture Hours:0.00

Total Laboratory Hours: 64.00

Total Laboratory Hours To Be Arranged: 0.00

Total Contact Hours: 64.00

Recommended Preparation: None

ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1				Perform basic arithmetic operations: addition, subtraction, multiplication, division;	Yes
2				converse at a functional level adequate for everyday use on the campus and in the community;	Yes



COURSE OUTLINE : OBT 250

N Non-Credit

COURSE ID

10/4/2018

3				decode 2,500-word reading passages, respond to inference and recall questions, and utilize a monolingual English dictionary to advantage;	Yes
4				write paragraphs at the low-intermediate level with sufficient unity.	Yes

EXIT STANDARDS

- 1 Calculate areas and volume of various shapes;
- 2 use measurement tools such as rulers, calipers, and multi-meters;
- 3 graph data from measurement experiments;
- 4 apply signed numbers, exponents and square roots in appropriate contexts;
- 5 solve industry problems utilizing formulas and simple, practical trigonometry;
- 6 prepare, read and analyze statistical graphs.

STUDENT LEARNING OUTCOMES

- 1 demonstrate the use of measurement tools to collect data used in technical calculations;
- 2 apply industry standards to calculation problems and choose appropriate solutions;
- 3 characterize and compare systems of units and how they are used in various industries.

COURSE CONTENT WITH INSTRUCTIONAL HOURS

	Description	Lecture	Lab	Total Hours
1	Review Arithmetic of Whole Numbers <ul style="list-style-type: none"> • Reading, writing and rounding of whole numbers • Review of basic operations (adding, subtracting, multiplying and dividing) • Order of operations • Contextualized industry problems utilizing basic operations 		3	



COURSE OUTLINE : OBT 250

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2	<p>Fractions</p> <ul style="list-style-type: none"> • Working with fractions • Addition and subtraction of fractions • Multiplication of fractions • Division of fractions • Contextualized industry problems utilizing fractions 		6	
3	<p>Decimal numbers</p> <ul style="list-style-type: none"> • Addition and subtraction of decimal numbers • Multiplication and division of decimal numbers • Decimal fractions • Contextualized industry problems utilizing decimals and decimal fractions 		5	
4	<p>Ratio, Proportion and Percent</p> <ul style="list-style-type: none"> • Ratio and proportion • Special application of ratio and proportion • Percent problems • Special applications of percent calculations • Contextualized industry problems utilizing ratio, proportion and percent 	0	6	6
5	<p>Measurement</p> <ul style="list-style-type: none"> • Working with measurement numbers • U.S. customary units and unit conversion • Metric units • Metric-U.S. customary conversions • Direct measurements • Contextualized industry problems utilizing U.S. customary and metric measurements 	0	6	6
6	<p>Pre-Algebra</p> <ul style="list-style-type: none"> • Addition and subtraction of signed numbers • Multiplication and division of signed numbers • Exponents and square roots • Contextualized industry problems utilizing signed numbers, exponents and square roots 	0	4	4



7	<p>Basic Algebra</p> <ul style="list-style-type: none"> • Algebraic language and formulas • Adding and subtracting algebraic expressions • Solving simple equations • Solving two operation equations • Solving formulas and word problems • Multiplying and dividing algebraic expressions • Scientific notation • Contextualized industry problems utilizing algebraic formulas 	0	6	6
8	<p>Practical plane geometry</p> <ul style="list-style-type: none"> • Angle measurement • Perimeter of polygons and area of quadrilaterals • Triangles, regular hexagons and irregular polygons • Circles • Contextualized industry problems utilizing practical plane geometry 	0	6	6
9	<p>Solid figures</p> <ul style="list-style-type: none"> • Prisms, pyramids and frustums of pyramids • Cylinders and spheres • Cones and frustums of cones • Contextualized industry problems utilizing measures of various solid figures 	0	6	6
10	<p>Triangle trigonometry</p> <ul style="list-style-type: none"> • Angles and right angles • Trigonometric ratios • Solving right angles • Oblique angles • Contextualized industry problems utilizing trigonometric measures of angles 	0	6	6
11	<p>Intermediate Algebra</p> <ul style="list-style-type: none"> • Systems of equations • Quadratic equations • Contextualized industry problems utilizing systems of equations and quadratic equations 	0	5	5



12	Statistics	0	5	5
	<ul style="list-style-type: none"> • Reading and constructing graphs • Measures of central tendency • Measures of dispersion • Contextualized industry problems utilizing statistical information for calculation and analysis 			
				50

OUT OF CLASS ASSIGNMENTS

- 1 individual project (e.g. calculate the density of various objects)
- 2 calculation performance task (e.g. measure a room at home and calculate the floor plan area)

METHODS OF EVALUATION

- 1 quizzes
- 2 problem-solving calculations
- 3 projects
- 4 exams

METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations



COURSE OUTLINE : OBT 250

N Non-Credit

COURSE ID

10/4/2018

TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
Mathematics for the Trades: A Guided Approach	Required	Pearson, NJ	11	Print	Robert A. Carmen	ISBN-13: 978-0-13-476578-5	2018