

Writing CREDIT Civic

Thanks to Palomar College for allowing us to use this guide as a starting point!

Resources and Reference Materials



Contact Hours

- ! As a WHOLE
- ! Examples (for quarter system)
 - ! 1 unit lab course = 33 contact hours
 - ! 1 unit lecture course = 11 contact hours
- ! Must be substantiated by other elements in the CoR

Course Number

- ! Course numbers: 1 – 49
 - ! Transferable to the University of California system.
- ! Course numbers: 1 – 99
 - ! Transferable to the California State University system.
- ! Course numbers: 1 -- 199
 - ! Foothill AA/AS degree applicable courses.
- ! Course numbers: 200 – 299
 - ! Prerequisites for required courses that lead to an AA/S degree and non-degree applicable courses.
- ! Course numbers: 300 – 399
 - ! Workshops, review and other courses offered to meet special collegiate needs of a community nature; not degree applicable.
- ! Course numbers: 400 – 499
 - ! Non-credit, non-graded courses (specific requirements)

Recommended Preparation ("Advisory")

! A condition of enrollment that a student is advised, but not required, to meet before or in conjunction with enrollment in a course or educational program.

! Basic skills requirements may

Course Description (Scope of Course)

- ! Summary of the course content
 - ! thorough, concise, and brief
 - ! essential information about the course
 - ! preference is that the scope be written in complete sentences in the present tense*
- HOWEVER, at this time, Foothill will CONTINUE to use incomplete sentences**

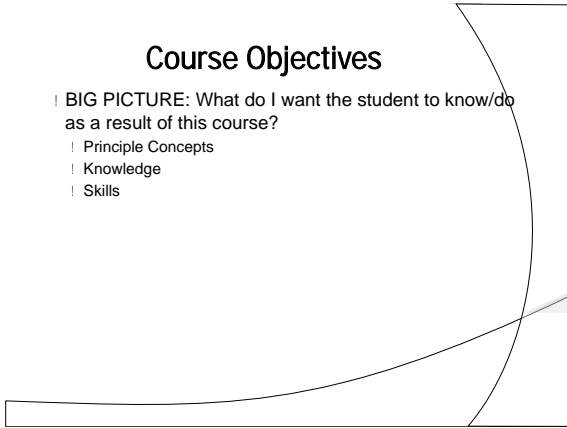
Purpose of Course Description

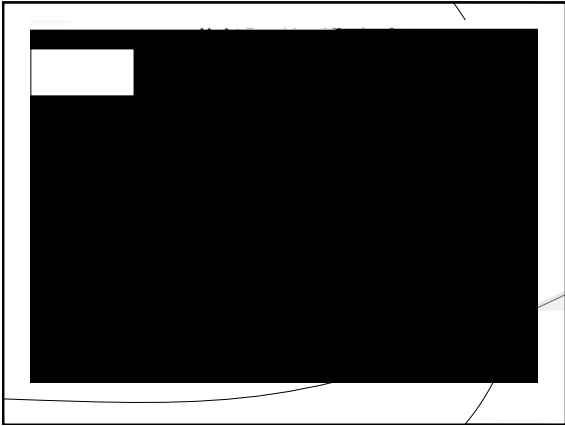
- ! For students: information to plan programs
 - ! Helpful to include statement about students for whom course is intended

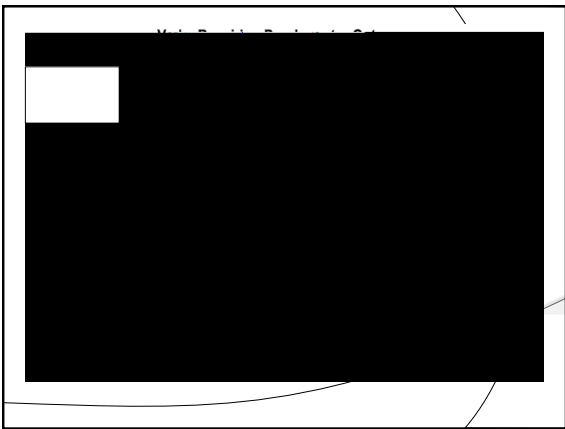
Course Objectives

! BIG PICTURE: What do I want the student to know/do as a result of this course?

- ! Principle Concepts
- ! Knowledge
- ! Skills







Course Content

- ! Nitty gritty nuts and bolts
- ! A LIST of the minimum material to be covered
- ! Should CLEARLY align with expected outcomes
- ! Needs to align with course(s) that precede or will follow course (avoid overlap of content)

Methods of Instruction

! May include, but are not limited to:

- ! Lecture
- ! Lab
- ! Demonstration
- ! Lots of examples in the CoR Curriculum Reference Guide on page 31

Textbooks and Reading Selection

Considerations:

- ! Support breadth of course
- ! Include supporting materials to augment teaching
- ! Appropriate reading level for course
- ! Currency in content

Textbooks/Resources

! May include Textbooks, Manuals, Periodicals, Software, and other Resources.

! Examples:

Adams, W. Royce. Risking Contact: Readings to Challenge our Thinking. Boston: Houghton Mifflin, 1997. 2. Bass, Randall.

Border Texts: Cultural Readings for Contemporary Writers. Boston: Houghton Mifflin, 2009.

Required Writing Assignments

! Examples:

- ! A minimum of 6,000-8,000 words during the semester, including
 - ! At least four essays of critical thinking, 1,000-1,500 words each on specific topics;
 - ! A formal, argumentative, college-level research paper at least 15 pages in length.

Required Writing Assignments

! Examples:

- ! Ten poems or four or five pieces of short fiction or a combination, or a longer, single, sustained writing project and seven to ten pages on a research topic. The written work in this course will be more advanced than the written work for English 135, or
- ! Problem-solving exercises on homework assignments and written tests are more appropriate. In addition, students may be required to write reports from one paragraph to several pages explaining concepts or explaining and interpreting solutions to non-routine or applied problems.

Outside Assignments

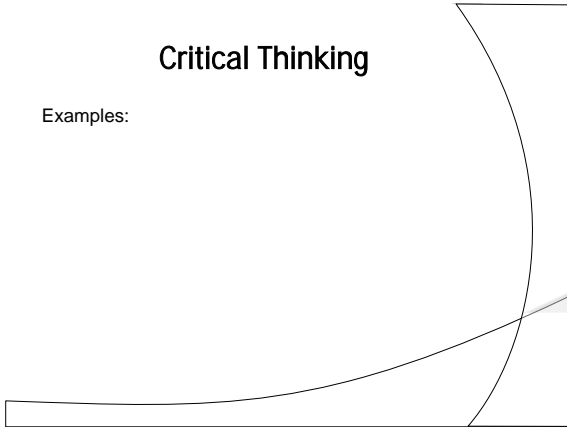
- ! Students are expected to spend a minimum of three hours per unit per week in class and on outside assignments, prorated for short classes. Critical thinking should be evident.

! Examples:

- ! Students are expected to read the text, study lecture notes, and complete daily homework assignments, which may include practice solving routine problems, explaining concepts, and solving applications or non-routine problem solving, or
- ! The composing of poetry and fiction. It is difficult to put a time value on these assignments, but they are sufficiently rigorous and specific to require a great deal of work. Reading from the anthologies. Approximately three hundred pages during the semester. Researching topics for formal papers and presentations.

Critical Thinking

Examples:



Open Entry/Open Exit

- ! "Courses in which students enroll at different times, and complete at various times or at varying paces within a defined time period, such as a semester"
- ! Examples:
 - ! OIS 101 Beginning Keyboarding
 - ! COUN 48 Overcoming Test Anxiety
- ! Talk to Carolyn for help if you think you would like to use this option

Contacts

Bernie Day
Carolyn Holcroft
Cori Nuñez
Eloise Orrell

