



BUTTE-GLENN COMMUNITY COLLEGE DISTRICT

3536 Butte Campus Drive, Oroville, CA 95965

COLLEGE AND CAREER ACCESS PATHWAYS PARTNERSHIP AGREEMENT

APPENDIX

WHEREAS, the College and Career Access Pathways Partnership Agreement ("CCAP Agreement") is between Butte-Glenn Community College District ("College") and **Willows Unified School District** ("School District"); and

WHEREAS, the College and the School District agree to record College and School District specific components of the CCAP Agreement using the CCAP Agreement Appendix to specify additional detail regarding, but not limited to: the total number of high school students to be served; the total number of full-time equivalent students projected to be claimed by the College for those students; the scope, nature, time, location and listing of community college courses to be offered; and the criteria to assess the ability of pupils to benefit from those courses. (Ed. Code § 76004 (c)(1))

NOW THEREFORE, the College and School District agree as follows:

1. CCAP AGREEMENT

- 1.1. The College and School District entered into the CCAP Agreement on **July 1, 2024**, pursuant to action of the governing boards of the College and School District.

1.1.1. COLLEGE BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	8/14/24	Appendix:	9/10/25
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1.1.2. SCHOOL DISTRICT BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	8/1/24	Appendix:	9/11/25
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2. POINTS OF CONTACT

- 2.1. College and School District points of contact for this CCAP Agreement: (Ed. Code § 76004 (c)(2))

COLLEGE

Name:	Tanna Neilsen	Title:	Program Administrator
Telephone:	(530) 893-7586	Email:	neilsenta@butte.edu

SCHOOL DISTRICT

Name:	Erin Taylor	Title:	Administrative Assistant
Telephone:	937-6600	Email:	etaylor@willowsunified.org

3. STUDENT SELECTION

- 3.1. College and School District shall adhere to the terms outlined in Section 3, Student Eligibility, Admission, Registration and Enrollment of the CCAP Agreement to select eligible students.

Required: Describe the criteria used to assess the ability of pupils to benefit from the courses(s) offered: (Ed. Code § 76004 (c)(1))

SCHOOL DISTRICT counselors and pathway instructors select students based on academic readiness and alignment of course content to students' education and career goals.

- 4. CCAP AGREEMENT EDUCATION PROGRAM(S) AND COURSE(S).** The College has identified the following: program year; educational program(s) and course(s) to be offered at the said date, time, and location; term; number of sections; the total number of students to be served and projected FTES; and the instructor and employer of record.

PROGRAM YEAR:	2025-26	EDUCATIONAL PROGRAM:	College & Career Access Pathways
SCHOOL DISTRICT:	Willows Unified School District	HIGH SCHOOL:	Willows High School

POJECTED NUMBER OF STUDENTS TO BE SERVED: 350	TOTAL PROJECTED FTES: 35
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Sections	Term	Course #	Course Title	Instructor	Days	Times	Employer of Record	Location
1	2026SP	AB-20	Careers in Ag/Env Sci/Nat Res	Alves, Staci	MW	1:35 - 2:25PM	HS	HS
1	2026SP	AB-20	Careers in Ag/Env Sci/Nat Res	Alves, Staci	TTh	8:00 - 8:50AM	HS	HS
1	2025FA	AB-26	Intro to AG Business	Alves, Staci	MW	12:10 - 1:25PM	HS	HS
1	2025FA	AJ-2	Admin of Justice	Peters, Ernest	MW	1:35 - 2:50PM	HS	HS
1	2025FA	ALH-104	Medical Terminology	Keolanui, Dawna	MW	8:00 - 9:15AM	HS	HS
1	2025FA	ALH-6	Soft Skills in Prof Hlth Care	Keolanui, Dawna	MW	10:10 - 11:25AM	HS	HS
1	2026SP	ANTH-13	Magic, Witchcraft & Religion	Frawley, Susan	MW	1:30 - 2:55PM	CC	HS
1	2026SP	ANTH-13	Magic, Witchcraft & Religion	Frawley, Susan	TTh	1:30 - 2:55PM	CC	HS
1	2025FA	ANTH-4	Cultural Anthropology	Frawley, Susan	TTh	1:30 - 2:45PM	CC	HS
1	2025FA	ANTH-4	Cultural Anthropology	Frawley, Susan	MW	1:30 - 2:45PM	CC	HS
1	2025FA	CLP-101	Career Ed/Life Choices	Prickett, Victoria	TTh	1:35 - 2:50PM	HS	HS
1	2025FA	CLP-101	Career Ed/Life Choices	Prickett, Victoria	MW	1:35 - 2:50PM	HS	HS
1	2025FA	CLP-101	Career Ed/Life Choices	Prickett, Victoria	TTh	10:10 - 11:25AM	HS	HS
1	2025FA	CLP-101	Career Ed/Life Choices	Prickett, Victoria	MW	10:10 - 11:25AM	HS	HS
1	2026SP	ENGL-4	Introduction to Literature	TBA	MW	1:30 - 2:55PM	CC	HS
1	2026SP	ENGL-4	Introduction to Literature	TBA	TTh	1:30 - 2:55PM	CC	HS
1	2025FA	ENGL-C1000	Academic Reading and Writing	Vancil, Christian	TTh	1:30 - 3:20PM	CC	HS
1	2025FA	ENGL-C1000	Academic Reading and Writing	Wasche, Katherine	MW	1:30 - 3:20PM	CC	HS

Required: Attach the course description for each course listed above. Each course description should include information regarding the nature and scope of the course.

- 5. BOOKS AND INSTRUCTIONAL MATERIALS.** The total cost of books and instructional materials for School District students participating as part of this CCAP agreement will be borne by School District.

COURSE TITLE	TEXT	COST	OTHER INSTRUCTIONAL MATERIALS
Careers in Ag/Env Sci/Nat Res	Online Curriculum	\$0	N/A
Intro to AG Business	Online Curriculum	\$0	N/A
Admin of Justice	Cengage - Criminal Justice in Action - 11th Ed	\$0	N/A
Admin of Justice	Intro to Medical Terminology	\$0	N/A
Admin of Justice	Health Careers Today	\$0	N/A
Admin of Justice	No textbook required	\$0	N/A
Cultural Anthropology	No textbook required	\$0	N/A
Career Ed/Life Choices	Career Choices and Changes	\$0	N/A
Introduction to Literature	No textbook required	\$0	N/A
Academic Reading and Writing	No textbook required	\$0	N/A

6. REIMBURSEMENT.

- 6.1. Use of School District Instructor. For those courses in which a School District instructor is responsible for the facilitation or instructional services for a course offered as part of this CCAP Agreement, the College will pay School District as follows: For facilitation of an online course \$200.00 per completed section. For teaching of a course \$500.00 per completed section.
- 6.2. The College will pay School District for each School District instructor attending the College's Dual Enrollment Orientation and Training as follows: \$100.00 per instructor.
- 6.3. Invoicing Procedures. Within 30 days after the end of each academic term, the School District shall provide an invoice to the College for reimbursement implied in this CCAP Agreement Appendix. The invoice must specify the course name, course number, term, instructor and the number of students served.

7. FACILITIES USE.

- 7.1. College and School District shall adhere to the terms outlined in Section 13, Facilities, of this CCAP Agreement.
- 7.2. School District as part of Section 13.1 of this CCAP Agreement, shall extend access and use of the following School District facilities:

BUILDING	CLASSROOM	DAYS	HOURS
WHS	7	M-F	8:00AM – 3:00PM
WHS	205	M-F	8:00AM – 3:00PM
WHS	303	M-F	8:00AM – 3:00PM
WHS	601	M-F	8:00AM – 3:00PM
WHS	304	M-F	8:00AM – 3:00PM
WHS	202	M-F	8:00AM – 3:00PM

8. APPENDIX APPROVAL

- 8.1. The College and School District shall ensure that the governing board of each district, at an open public meeting of that board, shall present this CCAP Appendix, take comments from the public, and approve or disapprove this CCAP Appendix. (Ed. Code § 76004 (b))
- 8.2. Upon approval of this Appendix by the governing boards of both the College and School District, the College will provide a copy of this Appendix to the Chancellor's Office of the California Community Colleges prior to the start of the course. (Ed. Code § 76004 (c)(3))

[SIGNATURE PAGE FOLLOWS]

IN WITNESS WHEREOF, the parties to the CCAP Agreement have executed this CCAP Agreement Appendix by their duly authorized representatives on the dates of their signatures.

BUTTE-GLENN COMMUNITY COLLEGE DISTRICT

WILLOWS UNIFIED SCHOOL DISTRICT

By: _____
(Signature of person authorized to execute Agreement on behalf of College.)

By: _____
(Signature of person authorized to execute Agreement on behalf of School District.)

Name: Jessica A. Snelling, MBA

Name: _____

Title: Vice President for Administrative Services

Title: _____

Date: _____

Date: _____

List of Attachments

Course Descriptions

TO BE COMPLETED BY DISTRICT ONLY

The person preparing this contract must complete this section and obtain appropriate approvals before contract will be signed.

Initiating Department:	INSTRUCTION	Preparer's Name & ID:	TANNA NEILSEN / 3180821	Phone:	7586
Vendor Name:	WILLOWS UNIFIED SCHOOL DISTRICT	Vendor ID:			
PO Description:	CCAP AGREEMENT APPENDIX – Willows High 2025-26				
Budget Code:	11.000.404.1.601035.55100	PO Amount:	\$5,400		
Contract Monitor Name <i>(Person Who Approves Invoices)</i> :	TANNA NEILSEN			Phone:	7586

APPROVALS

		ERIK SHEARER	
Department Dean/Director Name	Initials	Department Vice President Name	Initials
Business Contracts & Risk Management Initials			

**CAREER AND COLLEGE ACCESS PATHWAYS APPENDIX
ATTACHMENT 1
COURSE DESCRIPTIONS**

The course description(s) for each course offered as part of this CCAP Agreement Appendix are attached and incorporated herein as Attachment 1.



Catalog Description

AB 20 - Careers in Agriculture, Environmental Science and Natural Resources

Transfer Status: CSU

Unit(s): 1.00

Contact Hours: 17.00 Lecture

Out of Class Hours: 34.00

Total Course Hours: 51.00

Course Description:

This course is a study of the agriculture, environmental science and natural resources industries with a focus on career opportunities, self evaluation, and skills necessary for successful job procurement. Topics include job trends, resumes and cover letters, interviewing skills, and the types of careers available in agriculture, environmental science, and natural resources.

Objectives

Upon successful completion of this course, the student should be able to:

1. Identify career opportunities in agriculture, environmental science, and natural resources.
2. Define their career goals and create an educational plan to achieve these goals.
3. Prepare an effective resume and cover letter and demonstrate effective job interviewing skills.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Introduction	1.00
Employment Trends	1.00
Establishing Goals	1.00
Sources of Employment Information	3.00
Placement and Interest Testing	2.00
Personal Inventory	1.00
Personal Education Plan	1.00
Resumes, Cover Letters	3.00
Job Interviews	2.00
Career Options	1.00
Self Evaluation	1.00
Total Hours:	17.00

Examples of Assignments

Reading Assignments

1. Read the examples of effective cover letters provided by the instructor. Identify the three primary components of an effective cover letter. Be prepared to discuss in class.
2. Read the examples of effective resumes provided by the instructor. Identify the five primary sections and their sequence in an effective resume. Be prepared to discuss in class.

Writing Assignments

1. Prepare a professional resume. Highlight your employment objective(s), academic qualifications, and work history.

2. Prepare a professional quality cover letter. Be sure to establish in your letter the purpose of the letter, your key qualifications, and a request for an interview.

ATTACHMENT 1

Out-of-Class Assignments

1. Visit the Butte College Career Development Center. Take the "career assessment" activity to identify potential career fields that correspond to your interests. Be prepared to share what you learned in class.
2. Use the Eureka computer database in the Butte College Career Center to identify the education requirements, job duties, and pay range for three job categories of interest to you.

Recommended Materials of Instruction

Yena, D.. (2020). Career Directions: New Paths to Your Ideal Career. *McGraw-Hill Education, Seventh* . 9781259712371.

Methods of Instruction

- A. Lecture
- B. Demonstrations
- C. Guest Speakers
- D. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture

Methods of Evaluation

- A. Quizzes
- B. Portfolios
- C. Papers
- D. Homework
- E. Mid-term and final examinations
- F. Essays and research papers

Created/Revised by: Vazquez, Jacob

Date:12/06/2021



Catalog Description

AB 26 - Introduction to Agriculture Business

Transfer Status: CSU

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

This course provides students with a basic understanding of the business and economics of the agricultural industry; an introduction to the economic aspects of agriculture and their implications to the agricultural producer, consumer and the food system; management principles encountered in the day to day operation of an agricultural enterprise as they relate to the decision making process. (C-ID AG-AB 104).

Objectives

Upon successful completion of this course, the student should be able to:

1. Explain how economic principles relate to commodity marketing sub sectors in agriculture.
2. Recognize and describe agricultural business organizational structures including; sole proprietorships, partnerships, corporations, franchises, and cooperatives. Identify and explain the four functions of management and how they relate to the agribusiness organization.
3. Develop an awareness of the basic laws, regulations, and regulatory agencies that interact with the agriculture community.
4. Describe various styles of leadership.
5. Identify the role of the agricultural manager.
6. Recognize, evaluate, and propose solutions to problems in personnel, ethics and communication.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

The role and organization of the agribusiness

- a. The place of agribusiness in California, United States, and the global economy
- b. Types of agribusiness
- c. The organization of an agribusiness
- d. Types of business structure
- e. Managing the agribusiness

8.50

Management

- a. Planning
- b. Leading
- c. Organizing
- d. Controlling

8.50

Managerial Problem Solving in Agriculture

- a. Diagnosis of the situation
- b. Generating alternative
- c. Evaluating alternatives
- d. Selecting the best alternative
- e. Implementing the alternative
- f. Evaluation of results

8.50

Financial Management and Control of Agribusiness

- a. General business economics
- b. Overview of financial statements

8.50

Human Resource Management

- a. The role of the agriculture manager
- b. Agriculture employee motivation
- c. Team and team building
- d. Labor relations

ATTACHMENT 1
8.50

Business Land and Ethics in Agriculture

- a. Agriculture values
- b. Agriculture business ethnics
- c. Personal values
- d. Agricultural Law and the regulatory environment

8.50

Total Hours: 51.00

Examples of Assignments

Reading Assignments

1. Read and interpret an article pertaining to current events in agriculture, posted on the class portal. Be prepared to discuss the issues and take a pro/con position.
2. Read the case study in your text dealing with "Going Broke While Making a Profit". Identify how this happened and how it could have been avoided.

Writing Assignments

1. Write a 7-10 page Business Plan for an agricultural endeavor of your choice. The Business Plan should include a description of the business, a marketing plan, and financial statements.
2. Write a two-three research page paper covering the management style of the Simplot Corporation. Identify the companies approach to hiring, advancement, and outlook on the future.

Out-of-Class Assignments

1. Locate two examples of advertising for an agricultural commodity. One should be commodity based and the other product specific. Be prepared to discuss in class.
2. Interview an individual currently working in your proposed field of employment. Write a two page paper discussing the nature of the work, the best and worst parts of the job, and the employment outlook. Be prepared to discuss in class.

Recommended Materials of Instruction

Barnard, F., Foltz, J., Yeager, E., Brewer, B.. (2020). Agribusiness Management. *Routledge, Sixth*. 9780367341947.

Methods of Instruction

- A. Group Discussions
- B. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- C. Lecture
- D. Reading Assignments

Methods of Evaluation

- A. Quizzes
- B. Oral Presentation
- C. Projects
- D. Homework
- E. Short papers
- F. Essays and research papers

Created/Revised by: Vazquez, Jacob

Date:12/06/2021



Catalog Description

AJ 2 - Administration of Justice

Transfer Status: CSU/UC

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

This course introduces students to the characteristics of the criminal justice system in the United States. Focus is placed on examining crime measurement, theoretical explanations of crime, responses to crime, components of the system, and current challenges to the system. The course examines the evolution of the principles and approaches utilized by the justice system and the evolving forces which have shaped those principals and approaches. Although justice structure and process is examined in a cross cultural context, emphasis is placed on the US justice system, particularly the structure and function of US police, courts, and corrections. Students are introduced to the origins and development of criminal law, legal process, and sentencing and incarceration policies. (C-ID AJ 110).

Objectives

Upon successful completion of this course, the student should be able to:

1. Demonstrate an understanding of criminological theories used to explain crime and criminality.
2. Explain the methods, theories, and concepts associated with the sources of crime data, the emerging patterns of criminal activity, and the costs of crime.
3. Understand the history, development, structure, and function of American police, courts, and corrections.
4. Demonstrate an understanding of the history, structure, and function of the police.
5. Convey an understanding of the process of adjudication.
6. Show an understanding of corrections including the roles of probation, parole, and community corrections; as well as the functions of prisons and jails.
7. Identify and describe special issues in the criminal justice system involving juvenile delinquency, drugs, and the future development.
8. Critically analyze and discuss issues of crime and justice from varying perspectives.
9. Utilize conclusions from scholarly research in creating informed positions on controversial issues in criminal justice.
10. Demonstrate the ability to raise critically relevant questions based on independent reading of criminal justice literature.
11. Effectively follow the appropriate writing style practiced in the social sciences.
12. Explain the definitions of crime.
13. Understand the extent of the crime problem in America.

Topic Titles / Suggested Time Topic
Lecture**Topics****Lec Hrs**

Understanding the Criminal Justice System

a. Police

b. Courts

c. Corrections

d. Probation

e. Parole

f. Community Corrections

8.50

Crime and Victimization

a. Definitions of crime

b. Criminological theories

c. Patterns of criminal activity

d. The extent of crime in America

8.50

Law Enforcement

a. History of policing

b. Development of police

c. Structure of police agencies

d. Function of the police

8.50

Courts and Sentencing

a. Adjudication process

8.50

Punishment and Corrections

a. Incarceration policies

8.50

The Future of the Criminal Justice System

a. Special issues

b. Evolution of the criminal justice system

c. Future development

8.50

Total Hours:

51.00

Methods of Instruction

A. Group Discussions

B. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture

C. Lecture

D. Multimedia Presentations

E. Reading Assignments

F. Case analyses and studies

- A. Projects
- B. Homework
- C. Objective and subjective examinations/quizzes, Research Papers using APA, ASA, or a generally accepted Social Science writing format, In class exercises/presentations

Examples of Assignments

Reading Assignments

1. Read an article on drug courts and be able to discuss their purpose in class.
2. Read an article about prisoners re-entering society and be prepared to participate in a class discussion.

Writing Assignments

1. Read the chapter on the courts, then write a two-page paper on a criminal case and discuss your opinion of sentencing.
2. Research careers in a law enforcement agency, and submit a 2500 word paper, prepared in the APA style, detailing the agency's purpose, role in the community and structure.

Out-of-Class Assignments

1. Tour a detention facility and discuss the experience. Be prepared to discuss what you've learned in class.
2. Interview a law enforcement officer and/or parolee and discuss their life and choices. Be prepared to discuss what you've learned in class.

Recommended Materials of Instruction

Schmallegger, F.. (2010). Criminal Justice: A Brief Introduction. *Pearson, 8th*. 0132252473.

Other Learning Materials

The law library located within the library on the main campus

Other Learning Materials

Internet Articles

Minimum Qualifications

Administration of Justice, or Law (Masters Required)

Created/Revised by: Holland, John

Date:04/01/2013



Catalog Description

ALH 104 - Medical Terminology

Transfer Status: NT

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

This course explores the specialized language used within the medical profession. Emphasis is placed on the definition, pronunciation and spelling of medical terms with focus on building medical words using prefixes, word roots, suffixes and combining forms. To further advance a working knowledge of these terms, vocabulary is taught in relation to the basic anatomy, physiology and pathology of body systems.

Objectives

Upon successful completion of this course, the student should be able to:

1. Interpret the meaning of medical terms by analyzing the basic elements of the terms.
2. Classify medical terms in relation to basic anatomy, physiology, and pathology of body systems.
3. Identify medical terms correctly.
4. Pronounce medical terms correctly.

Course Content

Topic Titles / Suggested Time Topic

<u>Lecture</u>	
<u>Topics</u>	<u>Lec Hrs</u>
Introduction of Medical Terminology	5.00
Body Structure	3.00
Integumentary (Skin and associated structures) System	3.00
Muscular System	2.00
Skeletal System	2.00
Cardiovascular System	4.00
Blood, Lymphatic and Immune Systems	4.00
Respiratory System	4.00
Digestive System	3.00
Urinary System	3.00
Reproductive System	3.00
Endocrine System	4.00
Nervous System	4.00
Special Senses	3.00
Pharmacology, Diagnostic Imaging, Surgery, Oncology	4.00
Total Hours:	51.00

Examples of Assignments

Reading Assignments

1. Read the chapter about the respiratory system and be prepared to discuss root words and combining forms regarding the respiratory system.

2. Read about diagnostic imaging and be prepared to discuss terms regarding X-Ray procedures.

Writing Assignments

ATTACHMENT 1

1. Write a one page paper about heart disease, incorporating at least 15 medical terms introduced in the cardiovascular chapter.
2. Write a one page paper about the anatomy of the respiratory system to include at least ten medical terms from the respiratory system chapter.

Out-of-Class Assignments

1. Find a media advertisement about a pharmaceutical product research its usage and be prepared to interpret medical terms within the ad.
2. Read the medical record analysis at the end of the musculoskeletal chapter and be prepared to interpret the underlined terms.

Recommended Materials of Instruction

Fremgen, Bonnie. (2015). Medical Terminology, A Living Language. *Prentice Hall, 6th*.

Other Learning Materials

Visual aids, some provided by Butte College Allied Health Department.

Methods of Instruction

- A. Lecture
- B. Multimedia Presentations
- C. Reading Assignments
- D. Discussion
- E. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture

Methods of Evaluation

- A. Exams/Tests
- B. Oral Presentation
- C. Homework
- D. Short papers

Created/Revised by: Smith, Michael

Date:04/04/2016



Catalog Description

ALH 6 - The Critical Six Soft Skills in the Professional Healthcare Environment

Transfer Status: CSU

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

This course assists in the development of soft skills in the professional healthcare settings. Soft skills can be defined as a cluster of personality traits and behaviors that enhance the relationship between two individuals or an individual and an organization. Proficiency in the practice of soft skills has been identified as an essential characteristic to attain for any individual involved in the professional healthcare setting. Content will include six competency domains which include: Communication, Workplace Ethics and Professionalism, Team Building and Collaboration, Effective Problem Solving, Embracing Diversity and Demonstrating Compassion. Graded only.

Objectives

Upon successful completion of this course, the student should be able to:

1. Compare and contrast interpersonal versus oral communication skills in today's workplace and healthcare environment.
2. Discuss components and workplace ethics and describe methods to enhance professionalism in the healthcare professional setting.
3. Identify approaches to development of a collaborative team in the workplace setting.
4. Utilize critical thinking and sound judgment in effective problem solving in the professional environment.
5. Cultivate diversity in the workplace, and foster cultural professionalism.
6. Describe methods to nurture compassion in the workplace and understand ways to ensure the practice of self-reflection.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Communication	9.00
Workplace Ethics and Professionalism	8.00
Team Building and Collaboration	8.00
Effective Problem Solving	9.00
Embracing Diversity	9.00
Demonstrating Compassion	8.00
Total Hours:	51.00

Examples of Assignments

Reading Assignments

1. Read the chapter on body language in your textbook. Be prepared to demonstrate effective body language in class.
2. Read the chapter on problem solving in the workplace in your textbook. Be prepared to participate in a discussion in class.

Writing Assignments

1. Write a 2-3 page paper about a situation that occurred in a job that you have had that dealt with a conflict. Describe how you handled the situation then, and how you would handle it differently now.
2. Write a one page dialogue that illustrates compassion shown for an individual who is struggling with a career choice.

Out-of-Class Assignments

1. Go to a public place (park, shopping mall, grocery store, etc) and observe verbal and non-verbal interactions between individuals. Be prepared to discuss your specific observations in class.

ATTACHMENT 1

2. Develop an activity that can be used in the workplace to enhance team building and collaboration.

Recommended Materials of Instruction

Elsevier. (2016). Job Readiness for Health Professionals. *Saunders, 2nd* .

Methods of Instruction

- A. Demonstrations
- B. Discussion
- C. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- D. Lecture
- E. Reading Assignments
- F. Class Activities

Methods of Evaluation

- A. Exams/Tests
- B. Oral Presentation
- C. Demonstration
- D. Written Assignments

Created/Revised by: Craig, Susan

Date:04/02/2018



Catalog Description

ANTH 13 - Magic, Witchcraft and Religion

Transfer Status: CSU/UC

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

This course is a cross-cultural study of the forms and functions of supernatural beliefs and rituals in contemporary and historical societies. The course focuses on non-western societies and their religious systems. Descriptive anthropological methods (ethnography and ethnology) are discussed as important aspects of the study of belief systems cross-culturally. Moreover, various theoretical models are employed to inform the study of beliefs and practices associated with both nonwestern and western societies. An integrated view of religion is taken to demonstrate how belief in supernatural forces reflects other cultural patterns of behavior and thinking. For example, religion is integrated with such areas of basic human concern as subsistence practices, social organization, and culture changes that arise in contact situations.

Objectives

Upon successful completion of this course, the student should be able to:

1. define and describe the basic anthropological approaches (method and theory) to the cross-cultural study of religion.(e.g. belief systems).
2. name and appraise the work of important anthropologists who have studied religious belief systems from an anthropological perspective.
3. recognize certain theoretical explanations that can be applied to a functional understanding of religious behavior and thinking and apply these models to contemporary life.
4. recognize and describe various religious functionaries as they are found across a variety of societies and cultural circumstances.
5. recognize the integrated nature of belief in terms of how rituals and religious themes often reflect recurring patterns of subsistence cycles, social organization, and psychological imperatives.
6. compare and contrast non western belief systems with those typically predominate in the west.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Introduction: The Anthropology of Religion	6.00
The Historic Development of Anthropological Approaches to Understanding Religious Belief and Practice: Myth, Rituals, and Taboos	4.00
Forms and Functions: Theoretical Approaches and Concepts of Culture	5.00
Shamans, Priests, and Prophets: Religious Practitioners from a Crosscultural Perspective	4.00
Subsistence, Social Organization, and Other Aspects of Culture: Integration with religious Beliefs and Practices	12.00
Religion and Healing: Traditional Healers as Religious Practitioners	4.00
Witches, Ghosts, Demons and other Miscellaneous Beliefs	4.00
Revitalization Movements	4.00
Religion and Culture Contact	4.00
Belief and Practice in a New Age Context	4.00
Total Hours:	51.00

Examples of Assignments

Reading Assignments

1. Read the article from your supplemental text that deals with "syncretism." This concept is often confused with "acculturation" and "cultural blending." Be prepared to discuss in class what syncretism is and provide a few ethnographic examples (e.g. Maya , Tarajumaran, and Kayapo syncretism).
2. Read the article from your supplemental text that deals with anthropological definitions of religion and belief. Be able to discuss why anthropological approaches to belief systems have allowed for significant insights into the religious beliefs and practices of hunter-gatherer societies found in different parts of the world (e.g. in Australia, the Kalahari Desert and the more remote areas of the Amazon Basin).

Writing Assignments

1. Write a three page essay focusing on animism. What is animism? How does an animistic world view influence perceptions of other aspects of life (e.g. subsistence, social organization, and ritual life).
2. Write a three page summary outlining the basic characteristics of shamanism. Focus on shamanic practices in Peru. Include references to Brujos and Brujas. How do these specialists retain aspects of traditional shamanism?

ATTACHMENT 1

Out-of-Class Assignments

1. Search on the internet, find information on local shamanism. Be prepared to share with class.
2. Several Native American traditional healers will be visiting campus this week. Attend their panel discussion and report your observations and comments to class. Did these participants seem to have knowledge of traditional medicine that derived from older more traditional sources or were there ideas and practices more in line with New Age beliefs. Go back over the articles on traditional shamanism vs. New Age healing.

Recommended Materials of Instruction

Lehmann, Myers and Moro, eds.. (2010). Magic, Witchcraft, and Religion . *McGraw Hill*, 9th. 0073405213.
Hicks, David ed.. (2008). Ritual and Belief: Readings in the Anthropology of Religion. *McGraw Hill*, 4th. 0072414898.
Crapo, Richley. (2002). Anthropology of Religion: The Unity and Diversity of Religion. *McGraw Hill*. , 1st. 0072387238.
Spradley, James and McCurdy, David. (2006). Conformity and Conflict: Readings in Cultural Anthropology. *Allyn and Bacon*, 12th.

Methods of Instruction

- A. Discussion
- B. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- C. Lecture
- D. Multimedia Presentations
- E. Problem-Solving Sessions
- F. Collaborative Group Work

Methods of Evaluation

- A. Exams/Tests
- B. Quizzes
- C. Essays and research papers

Created/Revised by: Findlay, Michael

Date:02/25/2013



Catalog Description

ANTH 4 - Cultural Anthropology

Transfer Status: CSU/UC

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

This course explores how anthropologists study and compare human culture. Cultural anthropologists seek to understand the broad arc of human experience focusing on a set of central issues: how people around the world make their living (subsistence patterns); how they organize themselves socially, politically and economically; how they communicate; how they relate to each other through family and kinship ties; what they believe about the world (belief systems); how they express themselves creatively (expressive culture); how they make distinctions among themselves such as through applying gender, racial and ethnic identity labels; how they have shaped and been shaped by social inequalities such as colonialism; and how they navigate culture change and processes of globalization that affect us all. Ethnographic case studies highlight these similarities and differences, and introduce students to how anthropologists do their work, employ professional anthropological research ethics and apply their perspectives and skills to understand humans around the globe. (C-ID ANTH 120).

Objectives

Upon successful completion of this course, the student should be able to:

1. Define the scope of anthropology and discuss the role of cultural anthropology within the discipline.
2. Recognize the methods, theories and perspectives used to study and understand human cultures.
3. Explain the importance of the ethnographic method in the study of culture.
4. Employ the relativist perspective while discussing cultural variation.
5. Demonstrate an understanding of anthropological concepts including ethnicity, gender, political organization, economic systems, kinship, rituals and belief systems.
6. Explain the interconnectedness of the economic, political and sociocultural forces of globalization amongst diverse cultural groups.
7. Analyze and evaluate the ethical issues anthropologists encounter, and professional ethical obligations that must be met in the study of and application in cultural groups different from their own.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Anthropological theories, methods and perspectives	4.00
Anthropological study of human cultures in comparative perspective	4.00
Subsistence patterns	4.00
Social, political and economic organizations	4.00
Language and communication	3.50
Family and kinship	3.50
Belief systems	3.50
Art and expressive culture	3.50
Ethnicity and race	3.50
Gender and sexuality	3.50
Social inequality and colonialism	3.50
Globalization and culture change	3.50
Professional ethics	3.50

Examples of Assignments

Reading Assignments

1. Read the article from Conformity and Conflict that focuses on anthropological definitions of culture. Be prepared to discuss why the concept of culture is so important to an understanding of human behavior—and why, to a significant degree, “culture” is deemphasized or left out in human behavior modeling in so many social and behavioral sciences.
2. Read the article from Conformity and Conflict that deals with the foundations of cultural relativism. Note, for purposes of discussion how cultural relativism has changed over the years; compare and contrast these views through contrasting Franz Boas with Marvin Harris.

Writing Assignments

1. Write a three page essay based on your social organization article. Compare and contrast at least two of the societies described in the article.
2. Write a five page essay on the history of anthropological thought focusing on Bronislaw Malinowski’s concept of culture as integrated. Contrast his concept with Gregory Bateson’s concept of the “holistic fallacy.”

Out-of-Class Assignments

1. Attend the American Association of Anthropology’s national meeting. Attend the session dealing with food production in Sub-Saharan Africa. Current attempts by international organizations have failed to assist people living in this region. Why? What insights can applied anthropologist offer that might make assistance programs more successful with regard to food production and distribution in this region?
2. Attend a session of the Anthropology Forum at the local University (CSU Chico). This week’s forum is a panel discussion (made up of some members of the anthropology department at CSU Chico) on reflexivity in ethnographic research. Note how various panel discussants handled issues of “observer obtrusive” and “non-obtrusive” descriptive data as a problem for field work.

Recommended Materials of Instruction

Ember, Carol and Melvin. (2010). Cultural Anthropology . *Prentice Hall* , 12th.
Bailey, Garrick and Peoples, James. (2011). Essentials of Cultural Anthropology. *Wadsworth* ,
Rotating editors. (2009). Annual Editions: Cultural Anthropology. *Dushkin*,

Methods of Instruction

- A. Discussion
- B. Group Discussions
- C. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- D. Instructor Demonstrations
- E. Lecture
- F. Multimedia Presentations
- G. Problem-Solving Sessions
- H. Reading Assignments
- I. Class Activities

Methods of Evaluation

- A. Quizzes
- B. Written Assignments
- C. Written Examinations
- D. Essays and research papers

Created/Revised by: Findlay, Michael

Date:03/04/2013



Catalog Description

CLP 101 - Career, Education and Life Choices

Transfer Status: NT

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

This is an introductory personal development course where students learn the skills for goal setting, budget projection, career and educational research, decision-making, and personal management. The course culminates in a 10-year action plan to fulfill educational and career goals.

Objectives

Upon successful completion of this course, the student should be able to:

1. Identify interests, lifestyle preferences and aptitudes that influence career, education and life choices.
2. Conduct preliminary career research using online and in-person resources such as the Occupational Outlook Handbook and informational interviews.
3. Use a basic problem-solving techniques to overcome obstacles and refine personal goals.
4. Create plans and use self-directed strategies for career changes and lifelong learning.
5. Develop and maintain a 10-year action plan that includes appropriate experiences, skills, training and education required to attain stated career goal.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Envisioning your future	2.00
Setting goals and creating plans	4.00
Career research	6.00
Budgeting for your envisioned lifestyle	5.00
Rubrics for making informed education, career, and life choices	4.00
Transitioning through post-secondary education into the workforce	4.00
Long-range plans for educational and training opportunities	8.00
Strategies for making career and life changes	3.00
Self-mastery skills and resiliency strategies	4.00
Connecting your education and career decisions with the planning process	4.00
Designing and maintaining your 10-year plan	7.00
Total Hours:	51.00

Examples of Assignments

Reading Assignments

1. Read the chapter in your text on the traits of those who succeed, and prepare to present in class the characteristics of people you would like to hire if you were the manager of a company.
2. Read the section in your text on the six E's of excellence, and prepare to share in class a person you know that embodies these traits.

Writing Assignments

1. Complete a one-page personal profile articulating your passions, work values, strengths, skills, aptitudes, and desired roles.

2. Write a budget for the envisioned lifestyle using the template provided by your instructor.

ATTACHMENT 1

Out-of-Class Assignments

1. Complete an online inventory that details the skills you have and the skills you need to learn for your chosen career path. Submit a one-page summary of your findings.
2. Using your skills inventory chart, develop an education plan for your career path. Prepare to share your plan during a small-group discussion in class.

Recommended Materials of Instruction

Bingham, Mindy & Stryker, Sandy. (2013). Career Choices and Changes: Discover Who You Are, What You Want, and How to Get It. *Academic Innovations, 5th*.

Bingham, Mindy. (2013). Career Choices and Changes: Workbook and Portfolio. *Academic Innovations, 5th*.

Other Learning Materials

My10yearPlan.com® Interactive, Academic Innovations, 2012.

Online inventories that measure interests, personality, values, skills, learning styles, and lifestyle

Instructor may decide to assign additional self-measurement tools outside of the course text/materials, as needed.

Methods of Instruction

- A. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- B. Lecture
- C. Multimedia Presentations
- D. Class Activities
- E. Group Discussions
- F. Guest Speakers

Methods of Evaluation

- A. Portfolios
- B. Projects
- C. Homework
- D. Class participation
- E. Written Assignments

Created/Revised by: Donnelly, Brian

Date:10/31/2016



Catalog Description

ENGL 4 - Introduction to Literature

Transfer Status: CSU/UC

Prerequisite: ENGL 2 or ENGL 3

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

This course concentrates on introducing students to a wealth of representative literary works from the major genres. Additionally, the course develops the basic skills necessary in literary analysis, namely critical reading, analytical writing, and research methods. Emphasis is placed on investigating and appreciating the cultural, historical, and aesthetic aspects of literary works chosen from at least four of the five literary genres. Graded only. (C-ID ENGL 120).

Objectives

Upon successful completion of this course, the student should be able to:

1. Analyze themes within course texts and compare them to the ways these themes are treated in other course texts.
2. Synthesize analyses of specific details in particular works of literature in support of a clear, overall point or thesis.
3. Identify, employ and evaluate different frameworks for analyzing and interpreting literature. These frameworks may include political, socioeconomic, geographical, ethnic, cultural, ecological, psychoanalytical, historical, gender, sexuality, and genre development.
4. Interpret and discuss how various literary works both reflect and influence various aspects of culture.
5. Identify key elements of major genres and define and apply relevant literary terms in the analysis of specific works.
6. Utilize standard methods of essay development in the written analysis of literary works.
7. Employ appropriate research and documentation methodologies.
8. Utilize proper English syntax and mechanics in her/his own writing.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Brief review of subjects discussed in English 2

A. Reading and writing critically

1.00

B. The art of writing

The research paper, use of the library, and investigative techniques

A. How to generate our own ideas.

B. How to use the ideas of other scholars.

2.00

C. Using MLA style.

D. How to search library catalogues and databases and identify useful sources

Reflecting human diversity: The literary achievements of minorities and women all over the world.

A. The literary canon: Diversity and Controversy

B. The Western Canon and the shift to literature as world literature, emphasizing cultural diversity within each culture, the work of women authors and of ethnic, religious, and lesbian, gay, bisexual, transgender, and queer (LGBTQ+) minorities in those cultures

2.00

- A. Tone and mood
- B. Literal and non-critical statement
- C. Explicit and implicit statement
- D. Purpose, attitude, meaning
- E. Connotation, irony, satire, sarcasm, humor
- F. Diction, figurative language and symbol and their influences on theme and audience

2.00

Critical approaches to literature

- A. Political and socio-economic approaches
- B. Feminist and Queer
- C. Geographical
- D. Ethnic and Cultural
- E. Historical
- F. Ecological
- G. Psychoanalytical
- H. Postcolonial
- I. Biographical
- J. Mythological
- K. Structuralist and Poststructuralist

2.00

The above topics will be discussed within the first weeks of the course and integrated throughout the semester as appropriate.

Short Story

- A. History of the short story
- B. Elements of the short story
- C. Themes and context

9.00

Major Writers and Works: Alice Walker's "Roselily," William Faulkner's "A Rose for Emily," Herman Melville's "Bartleby the Scrivener," Sherman Alexie's "Class," Jamaica Kincaid's "Girl," Hayashi Mariko's "Wine," Naguib Mahfouz's "The Answer is No," Chimamanda Adichie's "The Arrangers of Marriage," Lu Xun's "Diary of a Madman" and others.

Drama

- A. History of drama
- B. Elements and context
- C. Themes and context

9.00

Major Writers and Works: Sophocles' *Antigone*, Susan Graspell's *Trifles*, William Shakespeare's *The Tempest*, Henrik Ibsen's *A Doll House*, D. H. Hwang's *M. Butterfly*, August Wilson's *Fences*, and others.

The Novel

- A. History of the novel
- B. The elements of the novel
- C. Themes and context

9.00

Major Writers and Works: Henry James's *Daisy Miller*, Toni Morrison's *Beloved*, Chinua Achebe's *Things Fall Apart*, Stephen Galloway's *The Cellist of Sarajevo*, and others.

Poetry

- A. History of poetry
- B. The elements of poetry
- C. Themes and context

9.00

Major Writers and Works: Gwendolyn Brooks' "We Real Cool," Elizabeth Bishop's "The Fish," Matsuo Basho's "Under Cherry Trees," William Shakespeare's Sonnet 116, Gary Soto's "Mexicans Begin Jogging," Emily Dickinson's "Success is Counted Sweetest," Brian Turner's "2000 lbs.," Muriel Rukeyser's "Waiting for Icarus," and others.

Film

- A. History of film
- B. The elements of film
- C. Terms and technology
- D. Themes and context

6.00

Major Filmmakers and Works: Akira Kurosawa's "Samurai Series," Franco Zeffirelli's "Romeo and Juliet," Alan Ball's "American Beauty," Roman Polanski's "The Pianist," Deepa Mehta's "Water," and others.

Total Hours:

51.00

Reading Assignments

1. Read James Wright's "Saint Judas" and evaluate his use of allusion and the sonnet form.
2. Read Toni Morrison's *Beloved*, and find as many possible symbols as you can. Choose the three uses of symbol that you found most compelling, and try to interpret them in multiple ways, relating each interpretation back to what you've identified as a major theme in the novel. Bring these notes on the symbols and possible interpretations to our next class.

Writing Assignments

1. In a short essay (4-6 pages) compare at least two of the assigned poems. Your paper should define, discuss, and analyze the basis for comparison (form/style, motifs/theme, figurative language), the relevance of the comparison, and the insight we gain by seeing these poems in relation to one another rather than separately.
2. Read Lu Xun's "Preface to a Call to Arms" and "Diary of a Madman" and write a Blackboard discussion post that identifies at least two major uses of irony in each text. Begin by formulating Lu Xun's broader purpose in both pieces for your reader, then analyze the possible functions of two different examples and explain how these ironies relate to his broader purpose. Once you've completed your post, choose one of your classmates' posts, and, using specific examples from that post, analyze and evaluate your classmate's arguments.

Out-of-Class Assignments

1. Attend one of the suggested literary events (a reading or performance) and write a short response (1-2 pages) that critiques the work(s) presented using appropriate literary terminology.
2. Choose one novel from the list of suggested novels, and choose one of the critical frameworks we've discussed. Find an example of an analysis of some aspect of this novel that uses this same framework. This example should give you an idea of how that writer defines the scope of her/his project. Then decide on the limits of your scope, your own topic, and use your chosen framework to write an analysis of your novel that you will present to the class on your assigned day. Be sure that your topic is not the same as the topic in the example that you found, and you must submit both your written analysis and a copy of your example on the day of your presentation.

Recommended Materials of Instruction

Meyer, Michael. (2015). *The Bedford Introduction to Literature. Bedford/St. Martin's, 11th.*

David Damrosch. (2009). *The Longman Anthology of World Literature Volume F. Pearson/Longman, 2nd.*

Other Learning Materials

Additional literary works chosen by the instructor that reflect human diversity.

Methods of Instruction

- A. Lecture
- B. Discussion
- C. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture

Methods of Evaluation

- A. Quizzes
- B. Oral Presentation
- C. Class participation
- D. Written Assignments
- E. Examinations

Created/Revised by: Koenig, Kiara

Date:09/09/2019



Catalog Description

ENGL C1000 - Academic Reading and Writing

Transfer Status: CSU/UC

Prerequisite: Placement as determined by the college's multiple measures assessment process

Unit(s): 4.00

Contact Hours: 68.00 Lecture

Out of Class Hours: 136.00

Total Course Hours: 204.00

Course Description:

In this course, students receive instruction in academic reading and writing, including writing processes, effective use of language, analytical thinking, and the foundations of academic research. This course focuses on close reading; expository, argumentative, and fictional texts; and develops expository, persuasive and argumentative academic writing. Essays will demonstrate analysis, critique, and synthesis. Graded only. (C-ID ENGL 100).

Objectives

Upon successful completion of this course, the student should be able to:

1. Read analytically to understand and respond to diverse academic texts.
2. Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
3. Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
4. Analyze stylistic choices in their own writing and the writing of others.
5. Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
6. Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using MLA or other appropriate documentation format.
7. Use style, diction, and tone appropriate to a diverse academic community and the purpose of the specific writing task.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Read, analyze, and evaluate diverse texts, primarily non-fiction, for rhetorical strategies and styles.

Apply a variety of rhetorical strategies in academic writing, including well-organized essays with effective theses and support.

Develop varied and flexible strategies for generating, drafting, revising, editing, and proofreading formal writing.

Analyze rhetorical choices in students' own and peers' writing and effectively provide and incorporate feedback.

Write in various genres and modalities, including low stakes, analytical, argumentative, collaborative, reflective writing, synthesis, literature review, and other forms.

Exhibit acceptable college-level control of mechanics, organization, development, and coherence.

Identify, evaluate, and effectively integrate material from source texts through paraphrasing, summarizing, and quoting using appropriate documentation conventions.

Compose a minimum of 5,000 words of formal writing across major assignments.

Critical and analytical reading of college-level texts

- Annotating texts
- Identifying key points, drawing inferences, and understanding broader implications

68.00

Audience and Purpose

- Identifying target audiences
- Anticipating reader response and addressing opposing or differing perspectives
- Identifying and following conventions that meet the needs of particular audiences
- Understanding the various influences that shape perspectives, values, language and identities
- Understanding the variety of platforms and disciplines in which writing occurs and the intricacies of each

Research strategies and documentation methods

- Strategies for focusing searches and finding strong sources
- Methods for organizing research
- Understanding discipline-specific conventions for documenting research
- Using research handbooks/websites to identify the necessary format for documenting individual sources

Evaluating and integrating sources into a research essay

- Identifying scholarly versus non-scholarly sources
- Navigating a variety of popular and scholarly sources of information whether in print, media, or online
- Identifying methods for evaluating popular media, online, and print sources
- Using strategies for synthesizing points from source materials into more complex, college-level arguments

ATTACHMENT 1

Total Hours: 68.00

Methods of Instruction

- A. Collaborative Group Work
- B. Discussion
- C. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- D. Lecture
- E. Individual conferences; online resources and technology enhanced instruction; a minimum of 6,000 words will be written

Methods of Evaluation

- A. Methods of formative and summative evaluation used to observe or measure students' achievement of course outcomes and objectives will include primarily academic writing, which may include timed/in-class writing.
- B. Methods of evaluation are at the discretion of local faculty.
- C. Quizzes, oral presentations, class participation, and class discussion.

Examples of Assignments

Reading Assignments

1. Read the essay assigned by the instructor. As you read, note the author's claim and supporting evidence as well as his or her focus on audience, tone, and rhetorical strategies.
2. Carefully read the essay assigned by the instructor. Note the author's use of inductive and/or deductive logic, attention to counterarguments, and use of fallacious reasoning to persuade the reader.

Writing Assignments

1. Construct a well-developed essay in which you propose a concrete solution to a common societal problem and support that solution with evidence gleaned from a variety of sources. To gather ideas for your essay, conduct research on our college's databases. Cite your sources using MLA or APA style. Minimum of 3 to 5 pages.
2. Construct a well-developed essay in which you critique an author's support for a claim, focusing on the quantity and quality of evidence as well as on the use of logic and fallacies. Minimum of 3 to 5 pages.

1. Use our college's online databases to research what other scholars have to say about an issue detailed in an assigned academic article. Bring two articles to the next class.
2. Find a scholarly and a popular source that both address the same aspect of the issue you are writing about for your inquiry project. Note similarities and differences in how the two sources treat the topic, including any information or perspectives that are glossed over or omitted in either source.

Recommended Materials of Instruction

Jacobus, Lee (Ed.). (2020). *A World of Ideas: Essential Readings for College Writers*. Macmillan, 11th. 9781319194444.

Shrodes, Caroline F. et. al. (2011). *The Conscious Reader*. Pearson, 12th. 9780205803286.

Graff, G., Birkenstein, C. (2024). *They Say/I Say*. W.W. Norton, 5th. 9781324070030.

Zero Cost Textbook

Wangler, S. & Ulrich, T. (2019). *88 Open Essays: A Reader For Students Of Composition & Rhetoric*. OER.

<https://openwa.pressbooks.pub/lwtech88readings/> Guptil, A. (2016). *Writing in College: From Competence to Excellence*. OER. <https://open.umn.edu/opentextbooks/textbooks/247>

Other Learning Materials

An anthology, or appropriate Open Educational Resources (OER) containing culturally diverse college-level essays, articles, or other texts.

A college-level handbook on writing and documentation or evidence of similar writing pedagogy.

Course texts may include book-length works.

Texts used by individual institutions and even individual sections will vary. The list of representative texts must include at least one text with a publication date within seven (7) years of the course outline approval date.

The Purdue Online Writing Lab (OWL), film, video and other electronic sources.

Minimum Qualifications

English (Masters Required)