COURSE OUTLINE

Course Number	**Course Title**	**Credits**

Hours: **lecture/Lab/Other**	**Co- or Pre-requisite**	**Implementation** **sem/year**

Catalog description (2006-2009 Catalog): [Note: All revisions to the course description in the catalog require the submission of a memo to the Curriculum Committee.]

Is course New, Revised, or Modified? [Modified courses are those which have a new prefix or course number]

Required texts/other materials:

Revision date: **Course coordinator:**   (Name, telephone number, email address)

Information resources: (Describe the primary information resources that support the course, including books, videos, journals, electronic databases, websites, etc. To request new materials for your course, use the library request form at: www.mccc.edu/student_library_course_form.shtml)

Other learning resources: (Describe any other student learning resources that are specific to this course, including any special tutoring or study group support, learning system software, etc.)

Course Competencies/Goals: [List the most important 5-8 overall student learning outcomes for your course. Course-level student learning outcomes (or Course Competencies/Goals) are statements that describe the specific, measurable knowledge, skills, and/or values that the student is expected to demonstrate, perform or exhibit after completion of the course. Student learning outcomes should focus on what the students will learn (rather than what the instructor will teach) and must include verbs (explain…, demonstrate…, analyze…) that reflect lower-order and higher-order learning goals.]

The student will be able to:

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Course-specific General Education Knowledge Goals and Core Skills. [To an extent consistent with its primary purposes, **each course in every program** is expected to reflect the college's commitment to general education, as affirmed in the 2005 General Education Policy. A **General Education Course** is one whose primary purposes and overall design coincide strongly with one or more of the approved general education goals and objectives. For any approved (or proposed) General Education Course, the General Education Goals and Objectives form (the form identified as the "Gen Ed Attachment") should be completed and attached to the course outline. Below is a complete list of Mercer's General Education Knowledge Goals and Core Skills. Retain on this course outline the Goals and Skills that pertain to your course and *delete those that are not a central part of the course.*]

General Education Knowledge Goals

Goal 1. Communication. Students will communicate effectively in both speech and writing.
Goal 2. Mathematics. Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.
Goal 3. Science. Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.
Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
Goal. 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.
Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.
Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.
Goal 9. Ethical Reasoning and Action. Students will understand ethical issues and situations.

MCCC Core Skills

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.
Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.
Goal C. Ethical Decision-Making. Students will recognize, analyze and assess ethical issues and situations.
Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.
Goal E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.
Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.
Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Units of study in detail. [Each unit should center around a topic, theme or skill that supports the Course Competencies/Goals (the course-level student learning outcomes [SLOs]) and general education student learning outcomes. For each unit, identify specific student learning outcomes that focus on content knowledge or process skills. Units of study are not simply the chapters of the textbook; they are independent of the selected textbook. Unit-level student learning outcomes should state (in terms that can serve as the frame of reference for ongoing assessment of both student achievement and of the course's effectiveness) what successful students will be able to

demonstrate, perform or exhibit at the end of the unit. Connect the unit-level SLOs back to the course-level SLOs *and* the General Education and Core Skills SLOs either by cross-referencing them by number or by explaining the connections in a brief narrative. It is not expected that every unit-level SLO will connect to the General Education and Core Skills SLOs; each unit-level SLO, however, must connect to at least one course-level SLO. See the attached examples.]

  Unit I   **[Title]**
       Learning Objectives
       The student will be able to…
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  Unit II   **[Title]**
       Learning Objectives
       The student will be able to…
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(Continue for as many units as appropriate. See the attached sample.)

Evaluation of student learning: [Describe general guidelines for examinations, required work, course work, assignments, and tests. Explain how assignments evaluate student achievement of course competencies/goals (course-level SLOs). Multiple measures (quizzes, tests, essays, projects, portfolios, practicums, etc.) are recommended.]

Academic Integrity Statement: [Include a statement affirming the college's Academic Integrity policy and any specific implications for the course. See http://mlink.mccc.edu/omb/OMB210.pdf]

Example 1: HIS 101, Western Civilization to 1648 (Excerpt)

Course Competencies/Goals:
The student will be able to:
1. read primary and secondary historical sources critically, with an understanding of their validity, perspective bias, audience, and context.
2. analyze and interpret primary sources and use them as evidence to support historical arguments.
3. identify and describe the significance of major figures, ideas, and events of western civilization.
4. describe and analyze the context of major movements, trends, and developments of western civilization.

Course-specific General Education Knowledge Goals and Core Skills.

General Education Knowledge Goals
Goal 1. Communication. Students will communicate effectively in both speech and writing.
Goal. 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.
Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.
Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

MCCC Core Skills
Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.
Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.
Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.
Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.
Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Units of study in detail.
Unit IV: The Renaissance
The student will be able to
- Discuss the characteristics that distinguish the Renaissance from the Middle Ages. **(Course Competencies 2 & 4; Gen Ed Goal 7)**
- Identify the ways in which the political and social climate of the Italian city-states helped create Renaissance culture. **(Course Competencies 3 & 4; Gen Ed Goal 7)**
- Describe "humanism" and show its effect on philosophy, education, attitudes toward politics, and the writing of history. **(Course Competencies 3 & 4; Gen Ed Goals 6 & 7)**
- Evaluate the impact of classical models on Renaissance art, and what was "new" about Renaissance art. **(Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)**
- Compare and contrast the development of Renaissance culture, especially humanism, in Italy and in the rest of Europe. **(Course Competencies 3 & 4; Gen Ed Goals 6 & 7)**
- Discuss how the monarchies of Western Europe gathered the strength to become more assertive and effective ("New Monarchies"; "Renaissance states"). **(Course Competencies 3 & 4; Gen Ed Goal 7)**
- Assess a selection of literary, historical and artistic primary sources from the Renaissance, including, but not limited to, Machiavelli's *The Prince*. **(Course Competencies 1, 2, 3 & 4; Gen Ed Goals 6 & 7; Core Skill B.)**