



Los Angeles Community College District

COURSE OUTLINE

(Replaces PNCR and Course Outline)

Section I: BASIC COURSE INFORMATION

OUTLINE STATUS: Course Update, Degree Applicable, 2009-2010

- 1. COLLEGE: Southwest
2. SUBJECT (DISCIPLINE) NAME1): Sociology (40 characters, no abbreviations)
3. COURSE NUMBER: 2
4. COURSE TITLE: American Social Problems
5. UNITS: 3
6. CATALOG COURSE DESCRIPTION -- Provide a description of the course, including an overview of the topics covered:

This course identifies and analyzes past, present, and future problem areas in the United States. Criteria are developed by which one can evaluate the probable effectiveness of various proposals for change in problem areas such as personal and social disorganization, crime and delinquency, race and ethnic relations, population and urban growth, poverty and social class, war and terrorism.

- 7. CLASS SCHEDULE COURSE DESCRIPTION -- Provide a brief description of the course, including an overview of the

This course introduces students to Sociological concepts and theories used to describe and analyze social problems in the United States such as gender roles, race/ethnicity, urbanization, immigration, drugs, marriage, populations, aging, crime, violence, poverty, and the health care system.

- 8. INITIAL COLLEGE COURSE APPROVAL DATE: Before 2000
OUTLINE APPROVAL DATE: pending

- 9. UPDATES, IF EXISTING COURSE: (check all applicable boxes):

- Content Last Update: 3/10
Objectives Last Update: 3/10
College Specific Course Attributes/Data Elements Last Update:
Districtwide Course Attributes/Data Elements Last Update:
Other (describe) Last Update:

Change in course description

1 Underlined course attributes are the same for the course throughout the LACCD; all other course attributes are college specific.

10. CLASS HOURS:

	"Standard Hours" per Week (based on 18 weeks)	Total Hours per Term (hrs per week x 18)	Units
Lecture:	3	54	3
Lab/activity (w/ homework):	0	0	0
Lab/activity (w/o homework):	0	0	0
Total:	3	54	3

Note: The Carnegie Rule and Title 5, section 55002 sets forth the following minimum standards: 1 unit = 1 hour lecture per week, 2 hours homework per week; **OR** 2 hours per week of lab with homework; **OR** 3 hours of lab per week without homework. The hours per week are based on a standard 18-week calendar. Lecture also includes discussion and/or demonstration hours, laboratory includes activity and/or studio hours.

11. PREREQUISITES, COREQUISITES, ADVISORIES ON RECOMMENDED PREPARATION, and LIMITATION ON ENROLLMENT

Note: The LACCD's *Policy on Prerequisites, Corequisites and Advisories* requires that the curriculum committee take a separate action verifying that a course's prerequisite, corequisite or advisory is an "appropriate and rational measure of a student's readiness to enter the course or program" and that the prerequisite, corequisite or advisory meets the level of scrutiny delineated in the policy.

. Prerequisites: **None** (If Yes, complete information below)

Subject	Number	Course Title	Units	Validation Approval Date (official use only)

. Corequisite: **None** (If Yes, complete information below)

Subject	Number	Course Title	Units	Validation Approval Date (official use only)

. Advisories: **None** (If Yes, complete information below)

Subject	Number	Course Title	Units	Validation Approval Date (official use only)

12. Error! Reference source not found.: **None** (see: Section V, #9)

13. OTHER LIMITATIONS ON ENROLLMENT (see Title 5, Section 58106 and Board Rule 6803 for policy on allowable limitations. Other appropriate statutory or regulatory requirements may also apply):

None

Section II: COURSE CONTENT AND OBJECTIVES

1. COURSE CONTENT AND OBJECTIVES:

<p>COURSE CONTENT AND SCOPE –Lecture: If applicable, outline the topics included in the lecture portion of the course (outline reflects course description, all topics covered in class).</p>	<p>Hours per topic</p>	<p>COURSE OBJECTIVES - Lecture (If applicable): This course introduces students to the sociological analysis of social problems and is intended to provide students with a better understanding of a number of important social issues. The course begins by developing a sociological foundation from which social issues may be considered. We begin by looking at the way social problems are defined; we then focus on some sample social problems. Sociological concepts and theories are used to describe and explain a range of social problems that exist in the United States, such as issues of prejudice, discrimination, suicide, drugs, crime, wealth and poverty, political radicalism and weapons of mass destruction. We will also analyze the effectiveness of attempted and potential solutions to these social problems.</p>
<p>The Sociological Approach to Social Problems: What are Social Problems?, Sociological Perspectives on Social Problems, Researching Social Problems</p> <p>Poverty: The Life of Poverty, Understanding Poverty, Solving the Problems of Poverty, Sociological Perspectives on Poverty</p> <p>Ethnic Minorities: Ethnic Minorities in North America, Explain Ethnic inequality, Solving the Problems of Ethnic Relations, Sociological Perspectives of Ethnic Minorities</p> <p>Sexuality: Sexual Behavior and Social Problems, Sociological Perspectives on Problems of Sexual, Behavior</p> <p>Gender: Gender Inequality, Solving the Problems of Gender</p>	<p>4</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p>	<p>Identify and analyze social problems from one of the main sociological perspectives. Discuss functionlist, conflict and interactionist perspectives on social problems.</p> <p>Define Social class and poverty as a social problem. Examine some of the problems of the poor. Discuss some solutions to solving problems of poverty. Compare and contrast the sociological perspectives on poverty.</p> <p>Examine Race and ethnicity as a social problem. Examine some solutions to ethnic inequality. Compare and contrast sociological perspectives on ethnic minorities.</p> <p>Review the various problems associated with sexuality. Evaluate the sociological perspectives on sexual behavior.</p> <p>Describe various forms of gender discrimination. Review some solutions to the problem of gender inequality. Compare and contrast the sociological perspectives on gender inequality.</p>

<p>Aging: Problems of the Elderly, Solving Problems of the Elderly, Sociological Perspectives on Problems of the Life Cycle</p>	<p>3</p>	<p>Discuss inequalities of age and aging. Age and aging as a social problem. Examine the sociological perspectives on ageing.</p>
<p>Family: Family Diversity, Family Problems, Solving Family Problems, Sociological Perspectives on the family</p>	<p>3</p>	<p>Analyze the changes and problems that families confront. Compare and contrast the sociological perspectives on family social problems.</p>
<p>Education: Educational Opportunities, Solving the Problems of Education, Sociological Perspectives on Education</p>	<p>4</p>	<p>Evaluate of some of the challenges faced in education. Analyze some possible solutions to problems of education. Examine the major sociological perspectives on problems of education.</p>
<p>Economy: Understanding the Economic System, Solving the Problems of the Economy, Sociological perspectives on the Economy</p>	<p>3</p>	<p>Identify some of the problems of the economy. Compare and contrast information about the workplace and its relationship to the larger social institution of the economy.</p>
<p>Physical and Mental Health: Understanding Physical and Mental Illness, Solving the Problems of Physical and Mental Health, Sociological Perspectives on Physical and Mental Health</p>	<p>3</p>	<p>Explore the relationship between health, illness and medicine to society. Identify some solutions to problems of the health care system. Describe the sociological perspectives on health.</p>
<p>Drug Use: Drugs and Addiction, Solving the Problems of Drug Addiction, Sociological perspectives on Drugs and Addiction</p>	<p>3</p>	<p>Investigate some of the social implications of drug abuse and examine some of the solutions undertaken to limit this social problem on society.</p>
<p>Crime and Violence: The Nature of Crime and Violence, Solving the Problems of Crime and Violence, The Causes of Crime and Violence, Sociological Perspectives on Crime and Violence</p>	<p>4</p>	<p>Exploration of some of the crimes our society faces while providing statistics and trends on crime and criminals. Evaluate some solutions to crime. Compare and contrast the sociological perspectives on crime and violence.</p>
<p>Population and Urbanization: The Problems of Population and Urbanization, Solving the Problems of Population and Urbanization, Sociological Perspectives on Population and Urbanization</p>	<p>3</p>	<p>Discuss and analyze some of the problems associated with overpopulation and urbanization. Evaluate some solutions to population and urbanization. Examine the sociological perspectives on population and urbanization.</p>
<p>Environment: The Human Impact, Dwindling Resources,</p>	<p>3</p>	<p>Evaluate some of the environmental problems facing the earth. Analyze some solutions of the human impact on</p>

Solving the Environmental Problems, Sociological perspectives on the Environment		the environment. Compare and contrast the sociological perspectives on the environment.
Warfare, Terrorism: Causes of Warfare and Terrorism, Solving the Problems of War and Terrorism, Sociological Perspectives on Warfare and Terrorism,	3	Discuss the consequences and realities of war and terrorism. Evaluate some of the solutions to war and terrorism. Compare and contrast the sociological perspectives on war and terrorism.
Government: Understanding the Government System, Solving the problems of Government, Sociological Perspectives on Government	3	Evaluate voter apathy, the gender gap and the influence of special interest groups. Evaluate and analyze the political system. Compare and contrast the sociological perspectives on the government.
Globalization and Global Inequality: Examining the Problems of Global Inequality, Solving the Problems of Global Inequality, Sociological Perspectives on Global Inequality	3	Describe the major problems in poor countries and examine some solutions. Investigate and provide insight into the development and overall meaning of social movements and social action as remedies to social problems. Apply the sociological perspectives on global inequality.
Total Lecture hours*		54

COURSE CONTENT AND SCOPE -- Laboratory: If applicable, outline the topics included in the laboratory portion of the course (outline reflects course description, all topics covered in class).	Hours per Topic 0	COURSE OBJECTIVES - Laboratory (If applicable): Upon successful completion of this course, the student will be able to... (Use action verbs – see Bloom’s Taxonomy below for “action verbs requiring cognitive outcomes.”) ²
Total Lab hours*		0

*Total lecture and laboratory hours (which include the final examination) must equal totals on page 1.

Bloom’s Taxonomy

SIMPLE SKILLS <<----->> COMPLEX SKILLS					
			Critical Thinking		
Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
define repeat record list	translate restate discuss describe	interpret apply employ use	distinguish analyze differentiate appraise	compose plan propose design formulate	judge appraise evaluate rate compare

² In general “activity” courses or portions of courses are classified “laboratory.”

recall name relate underline	recognize explain express identify locate report review tell	demonstrate dramatize practice illustrate operate schedule shop sketch	calculate experiment test compare contrast criticize diagram inspect debate inventory question relate solve examine categorize	arrange assemble collect construct create set up organize prepare	value revise score select choose assess estimate measure
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Course
 Program
 Institutional
 (check one box above)

LASC STUDENT LEARNING OUTCOMES MATRIX

Course/Program/Institutional Title: SOC 2, American Social Problems
 Faculty/Staff Participants: Tangelia Alfred, Instructor; Chair, Dr. Sandra Lee

SLO Review, 12.10.08

The student will... (outcome)	As measured by the following method.... (assessment strategy)	And, if applicable, scored by the following learning rubric. (provide attachment)	Results are examined to determine if the outcome is achieved. Include planned or actual assessment date. (results & evaluation)	Recommendations to improve teaching and learning. (modifications)
Describe and explain social problems from the primary sociological perspectives (Functionalist, Conflict and Interactionist).	Pretest to determine knowledge level of sociological perspectives. Post test and paper. The four to six page paper that uses the major sociological perspectives in analyzing a major contemporary social problem.	See Rubric at end of document	Fall 2010 During the first week of the semester the pretest is given. The paper and post test will be administered at the end of the semester. Results are calculated and analyzed.	

REQUIRED TEXTS:

Provide a representative list of textbooks and other required reading; include author, title and date of publication:

Social Problems, Leon-Guerrero Sage Binding Copyright 09

1. SUPPLEMENTARY READINGS: Reading assignments may include, but are not limited to the following:

Handouts provided by instructor used as basis for strengthening the student's knowledge of the subject matter, in which the student completes a written assignment based on the handouts provided.

2. WRITING ASSIGNMENTS:

Title 5, section 55002 requires grades to be “based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.” Writing assignments in this course may include, but are not limited to the following:

Research paper completed by the students on the awareness of contemporary social issues which are publicly viewed as problematic. Research papers require students to find peer reviews, empirical studies and other sources for their topic, analyze those sources, and write their analysis in a cohesive form for their paper. Reaction papers require students to read or experience some sociological work or phenomenon, consider how that relates to what they are learning in class, and write a reasoned 'reaction' to how their lived experience or readings correspond to sociological information.

3. REPRESENTATIVE OUTSIDE ASSIGNMENTS:

Out of class assignments may include, but are not limited to the following:

Students will complete a group project that pertains to social problems in the community and present their project to the class.

4. REPRESENTATIVE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:

Title 5, section 55002(a) requires that a degree-applicable course have a level of rigor that includes “critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level”. Critical thinking may include, but is not limited to analysis, synthesis, and evaluation. Provide examples of assignments that demonstrate critical thinking.

Students will review the four theoretical perspectives (Functionalist, Conflict, Feminist, and Interactionist) and develop an understanding of these perspectives to help form their view of social problems.

Students will analyze their perceptions of social problems by participating in classroom discussion; they will be asked to compare experiences and observations of social problems.

5. METHODS OF EVALUATION:

Title 5, section 55002 requires grades to be “based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.” Methods of evaluation may include, but are not limited to the following (please note that evaluation should measure the outcomes detailed “Course Objectives” at the beginning of Section II):

Assignments, exams, research paper, group discussions

6. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to the following:

- Lecture
- Discussion
- Laboratory
- Activity
- Field Experience
- Independent Study
- Other (explain)

Group Project

7. SUPPLIES:

List the supplies the student must provide.

None

8. COMPUTER COMPETENCY:

If applicable, explain how computer competency is included in the course.

Demonstrations of online research are given to students in Library.

9. INFORMATION COMPETENCY:

Information competency is the ability to find, evaluate use, and communicate information in all its various formats. It combines aspects of library literacy, research methods and technological literacy. Information competency includes consideration of the ethical and legal implications and requires the application of both critical thinking and communications skills. If applicable, explain how information competency is included in the course.

Students are required to locate, evaluate and employ appropriate information.

10. DIVERSITY:

If applicable, explain how diversity (e.g., cultural, gender, etc.) is included in the course.

This course reviews social problems for all genders, cultures, etc. Any investigation into social phenomenon in a sociology course must deal with the diversity of human experience and identity. Analyzing sociological issues relating to race/ethnicity, gender, sexual orientation, age, social class, and other dimensions will be practiced and discussed.

11. SCANS COMPETENCIES (required for all courses with vocational TOP Codes; recommended for all courses):

SCANS (**S**ecretary's **C**ommission on **N**ecessary **S**kills) are skills the Department of Labor identified, in consultation with business and industry leaders, which reflect the skills necessary for success in the workplace. Check the appropriate boxes to indicate the areas where students will develop the following skills (please note that all SCANS competencies do not apply to all courses):

RESOURCES

- Managing Time:** Selecting relevant goal-related activities, ranking them in order of importance, allocating time to activities, and understanding, preparing and following schedules.
- Managing Money:** Using or preparing budgets, including making cost and revenue forecasts; keeping detailed records to track budget performance, and making appropriate adjustments.
- Managing Material and Facility Resources:** Acquiring, storing, allocating, and distributing materials, supplies, parts, equipment, space or final products in order to make the best use of them.

INTERPERSONAL

- Participating as Member of a Team:** Working cooperatively with others and contributing to group's efforts with ideas, suggestions and effort.

- Teaching Others New Skills:** Helping others learn needed knowledge and skills.
- Exercising Leadership:** Communicating thoughts, feelings, and ideas to justify a position, encouraging, persuading, convincing or otherwise motivating an individual or group, including responsibly challenging existing procedures, policies or authority.
- Negotiating:** Working toward agreement that may involve exchanging specific resources or resolving divergent interests.
- Working with Cultural Diversity:** Working well with men and women and with people from a variety of ethnic, social, or educational backgrounds.

INFORMATION

- Acquiring and Evaluating Information:** Identifying a need for data, obtaining the data from existing sources or creating them, and evaluating their relevance and accuracy.
- Organizing and Maintaining Information:** Organizing, processing and maintaining written or computerized records and other forms of information in a systematic fashion.
- Interpreting and Communicating Information:** Selecting and analyzing information and communicating the results of others, using oral, written, graphic, pictorial, or multimedia methods.
- Using Computers to Process Information:** Employing computers to acquire, organize, analyze and communicate information.

SYSTEMS

- Understanding Systems:** Knowing how social, organizational and technological systems work and operating effectively with them.
- Monitoring and Correcting Performance:** Distinguishing trends, predicting impacts of actions on system operations, diagnosing deviations in the functioning of a system/organization, and taking necessary steps to correct performance.
- Improving or Designs Systems:** Making suggestions to modify existing systems in order to improve the quality of products or services and developing new or alternative systems.

TECHNOLOGY

- Selecting Technology:** Judging which sets of procedures, tools or machines, including computers and their programs, will produce the desired results.
- Applying Technology to Tasks:** Understanding overall intent and proper procedures for setting up and operating machines, including computers and their reprogramming systems.
- Maintaining and Troubleshooting Equipment:** Preventing, identifying, or solving problems with equipment, including computers and other technologies.

Section III: RELATIONSHIP TO COLLEGE PROGRAMS

1. THIS COURSE WILL BE AN APPROVED REQUIREMENT FOR AN APPROVED ASSOCIATE DEGREE OR CERTIFICATE PROGRAM: **Yes**

- a. If yes, the course will be a **Applicable** portion of the “approved program” listed on the State Chancellor’s Inventory of Approved Programs (approved programs can be found on the State Chancellor’s Office website at <http://misweb.cccco.edu/esed/webproginv/prod/invmenu.htm>)

This course is approved for an Associate Degree in Sociology

NOTE: In order for a course to be approved as a requirement for an associate degree or certificate program, the program must be listed on the State Chancellor’s Office *Inventory of Approved Programs* AND the course must be listed in the college catalog as either a requirement or an elective for the program. If course is not part of an approved program at the college adopting the course, it will be considered to be a “stand-alone” course, and is subject to the State Chancellor’s approval criteria. The college must complete and submit the Chancellor’s Office “APPLICATION FOR APPROVAL OF CREDIT” form. Certain courses are granted “blanket approval” by the State Chancellor’s Office and do not require separate approval. See the Chancellor’s Office *Program and Course Approval Handbook* for details. LACCD Skills **Certificates are not State approved programs** and are not listed on the Chancellor’s Office *Inventory of Approved Programs*.

2. GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE DEGREE STATUS:

- a. Area requested: **Social & Behavioral Sciences** Approval date:

If applicable, provide an explanation of how the course meets the General Education parameters for one of the five general education areas – *Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education* -- contained in Board Rule 6201.14 -General Education Requirements. http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm

This course may be used to fulfill the Social and Behavioral Science General Education requirement for the Associate Degree

- a. 2nd Area requested: **None** Approval date:

If applicable, provide an explanation of how the course meets General Education parameters for an additional general education area – *Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education* -- contained in Board Rule 6201.14 - General Education Requirements. http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm

Section IV: ARTICULATION INFORMATION

(Complete in consultation with College Articulation Officer)

1. TRANSFER STATUS:

- a. Transferable to the University of California: **Yes** c. Transferable to the California State University: **Yes**
 b. UC **approval** date: 1990 d. College **approval** date: 1990

2. GENERAL EDUCATION FOR TRANSFER:

IGETC Certification:

- a. Area requested: **4J: Sociology And Criminology**
 b. Date requested: before 2000
 c. IGETC **approval** date: before 2000

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.

CSU Certification:

- a. Area requested: **D0: Sociology and Criminology**
 b. Date requested: before 2000
 c. CSU **approval** date: before 2000

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.

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- a. 2nd Area requested: **None**
 b. Date requested:
 c. IGETC **approval** date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.

- a. 2nd Area requested: **None**
 b. Date requested:
 c. CSU **approval** date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.

Sociology 2 introduces students to a social science perspective on social problems to better understand the complexities of society, culture, and groups.	Sociology 2, is an introduction to a social science perspective on social problems, illuminates the complexities of society and its institutions allowing students to better understand how behavior and social structure are intertwined.
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3. MAJOR REQUIREMENT FOR TRANSFER – Will this course be articulated to meet lower division major requirements? Yes

List college/university and the majors:

College/University	Major(s)

CAN NUMBER: **CAN SEQUENCE NUMBER:** **None**
 CAN Approval -- Date requested: Date approved:

Section V: SUPPLEMENTAL COURSE INFORMATION

1. **DEPARTMENT/DIVISION NAME:** Behavioral and Social Sciences
2. **DEPARTMENT/DIVISION CODE:** 2
3. **SUBJECT CODE** -- 3 characters, assigned by District Office: 893 (existing subject codes are available on the LACCD web site at <http://www.laccd.edu/curriculum/directory-programs-courses/index.htm>)
4. **SUBJECT ABBREVIATION** -- 7 characters, assigned by District Office: SOC
5. **SPC CODE** -- 3 characters, assigned by District Office:
6. **ABBREVIATION FOR TRANSCRIPTS** -- 20 characters, assigned by District Office: AMER SOCIAL PROBLEMS
7. **DEGREE CREDIT:** Indicate whether the course meet the "standards for approval" for degree credit course set forth in Title 5, section 55002(a)(2), which requires the course to have a degree of intensity, difficulty, and vocabulary that the curriculum committee has determined to be at the college level :
This courses is Degree Applicable
8. **CREDIT/NO CREDIT GRADING:** LETTER GRADE
9. **REPETITIONS** -- Number of times course may be repeated for credit (three maximum): 0

How does the repetition of this course meet Title 5, section 58161 requirements? A course may be repeatable when, "course content differs each time it is offered, and that the student who repeats it is gaining an expanded educational experience for one of the following reasons: (A) Skills or proficiencies are enhanced by supervised repetition and practice within class periods; or (B) Active participatory experience in individual study or group assignments is the basic means by which learning objectives are obtained."
10. **PRIOR TO TRANSFERABLE LEVEL** – This course attribute applies to *English, writing, ESL, reading* and *mathematics* courses ONLY. If applicable, indicate how many levels below the transferable level this course should be placed: Not applicable
11. **CREDIT BASIC SKILLS** -- Title 5, section 55502(d) defines basic skills as "courses in reading, writing, computation, and English as a Second Language, which are designated as non-degree credit courses pursuant to Title 5, section 55002(b)." No If Yes, course must be non-degree applicable.
12. **CROSS REFERENCE** -- Is this course listed as equivalent in content to existing College/District courses in another discipline? No

If Yes, list courses (documentation of cross-discipline agreement must be provided):
13. **COURSE SPECIFICALLY DESIGNED FOR STUDENTS WITH DISABILITIES** -- Title 5, section 56029 allows a course to be repeatable when continuing success of the students with disabilities is dependent on additional repetitions of a specific class. Is this course designated as an "approved special class" for students with disabilities? No

If yes, provide an explanation of how this course meets the requirements of Title 5, section 56029.

14. COOPERATIVE EDUCATION STATUS -- Title 5, section 55252 allows for two types of Cooperative Education: 1) General Work Experience Education -- i.e., supervised employment, which is intended to assist students in acquiring desirable work habits, attitudes and career awareness, which need not be related to the students' educational goals; or 2) Occupational Work Experience Education -- i.e., supervised employment, extending classroom based occupational learning at an on-the-job learning station, which is related to the students' educational or occupational goal. Is this course part of the college's approved cooperative work experience education program? **No**

15. COURSE CLASSIFICATION: **Liberal Arts Sciences**

Note: A course's Classification, TOP Code and SAM code must be aligned – e.g., Courses with an "Occupational" Course Classification must have an "Occupational" TOP Code **and** a SAM Code of A, B, C, or D; courses that do not have an "Occupational" Course Classification cannot have an Occupational TOP Code **and** must have an "E" SAM Code. Courses coded as "basic skills" in #11 should be coded "Adult and Secondary Basic Skills."

16. TOP CODE – (6 digits XXXX.XX) 2208.00

Course content should match discipline description in Taxonomy of Programs found at www.cccco.edu/cccco/esed/curric/curriculum.htm.

17. SAM CODE (Student Accountability Model): **E - Non-Occupational**

SAM Codes (see CCC Chancellor's Office *Student Accountability Model Operations Manual*, 1984) should be assigned as follows:

Priority "A" – Apprenticeship: Courses designed for an indentured apprentice must have the approval of the State of California, Department of Industrial Relations Department, Division of Apprenticeship Standards.

Priority "B" – Advanced Occupational: Courses taken by students in the advanced stages of their occupational programs. Courses should be offered in one specific occupational area only. Priority letter "B" should be assigned sparingly; in most cases, no more than two courses in any one program should be labeled "B." "B"-level courses must have Priority "C" prerequisites in the same program area.

Priority "C" – Clearly Occupational: Courses generally taken by students in the middle stages of their programs should have a difficulty level sufficient to detract "drop-ins." Courses may be offered in several occupational programs within a broad area. The "C" priority, however, should also be used for courses within a specific program area when the criteria for "B" classification are not met. A "C"-level course should provide the student with entry-level job skills.

Priority "D" -- Possibly Occupational: "D" courses are those taken by students in the beginning stages of their occupational programs. The "D" priority can also be used for service (or survey) courses for other occupational programs.

Priority "E" -- Non-occupational.

SECTION VI: APPROVAL STATUS

1. APPROVAL STATUS:

- | | | | | |
|--|---|------------------------|---|---------------------|
| a. <input type="checkbox"/> New Course | . | Board Approval Date: | . | Effective Semester: |
| b. <input type="checkbox"/> Addition of Existing District Course | . | College Approval Date: | . | Effective Semester: |
| c. <input type="checkbox"/> Course Change* | . | College Approval Date: | . | Effective Semester: |
| d. <input checked="" type="checkbox"/> Outline Update | . | College Approval Date: | | |
- 5/18/2010

* Changes to a course require the completion of a "Course Change Request" form and approval by the college's Curriculum Committee. In some cases districtwide approval is also required; see, Administrative Regulation E-65, section 3(c) for details.

SECTION VII: APPROVAL INFORMATION FOR NEW OR ADDED COURSES

(complete in consultation with Department Chair and the appropriate Academic Administrator)

N/A – EXISTING COURSE

1. ORIGINATOR: T. Alfred

2. DEPARTMENT:

3. IF THIS IS A NEW COURSE, INDICATE HOW THE COLLEGE PLANS TO MEET THE EXPENSE OF THIS COURSE:

By additional funds. Describe:

By deleting courses from the college catalog and course database. List specific courses to be deleted:

By deleting sections of existing courses. List courses and number of sections to be deleted:

First year: Second year: Third year:

By rotating sections of existing courses. List courses and number of sections to be rotated, as well as the semesters in which they will be offered:

4. IMPACT -- Will this course directly impact other course offerings and/or associate degree or certificate programs on campus?

No (If yes, briefly explain how)

5. METHOD OF SUPPORT -- Indicate how the college plans to support the proposed course:

Additional staff -- List additional staff needed:

Classroom -- List classroom type needed:

Equipment -- List new equipment needed and indicate funding source for any new equipment:

Supplies- List supplies and indicate dollar value:

Library/Learning Resources- The course initiator shall consult with the College Librarian and review the college library, book, periodical, and electronic resource collections relevant to this course. List additional titles and resources to be considered for purchase as funding permits:

LOS ANGELES COMMUNITY COLLEGE DISTRICT COURSE STANDARDS AND CRITERIA

Subject: **Sociology** Number: **02** Course Title: **American Social Problems**

Using the Official Course Outline, please determine whether or not the above listed credit course meets the following standards and criteria required in Title V, Part VI of the California Administrative Code, and which has been designated as appropriate to the Associate Degree. Place a (X) in the appropriate box.

<u>CRITERIA AND STANDARDS</u> Section 55002	<u>RATING CRITERION</u>	
	MET	NOT MET
Is recommended by the responsible college officials, and the academic senate or other appropriate faculty body as meeting the requirements of this subsection and has been approved by the local district governing board as a course meeting the needs of the students for admission.	X	
Is taught by a credentialed instructor in the discipline.	X	
Is offered as described <u>in an outline in official college files</u> . That the outline shall specify the unit value, scope, objectives, content in terms of a specific body of knowledge, appropriate reading and writing assignments, outside of class assignments, instructional methodology and methods of evaluation for determining whether the stated objectives have been met by students.	X	
Is taught in accordance with a set of instructional objectives common to all students.	X	
Provides for measurement of students performance in terms of the stated course objectives and culminates in a formal recorded grade based upon uniform standards in accordance with Section 55578 of Title 5, which is permanently recorded as an evaluation of student performance; bases grades on demonstrated proficiency in subject matter determined by multiple measurement for evaluation; and has examinations, including essays and/or, where appropriate, uses appropriate symbol systems and/or skills demonstrations by students.	X	
Grants units of credit based upon a specified relationship between the number of lecture and/or laboratory hours or performance criteria specified in the course outline; and requires a minimum of three hours of work per week including class time for each unit of credit, prorated for short-term, lab and activity courses.	X	
Treats subject matter with a scope and intensity which requires students to study independently outside of class time.	X	
Requires, when appropriate, entrance skills and consequent prerequisites for the course before students are enrolled	X	
Requires the ability to think critically and to understand and apply concepts in order to participate in the course.	X	
Requires learning skills and a vocabulary appropriate for a college course.	X	
Requires the use of college level educational materials.	X	

Title5Assurances

CERTIFICATION AND RECOMMENDATION

This course meets Title 5 requirements for Associate Degree applicable college credit towards an Associate of Arts Degree.

This course meets Title 5 requirements but does not satisfy the requirements for an Associate Degree applicable course.

We certify that the information and answers above properly represent this course.

_____ Originator	_____ Date
_____ Department/Cluster Chairperson	_____ Date
_____ Articulation Officer	_____ Date
_____ Librarian	_____ Date
_____ Dean (if applicable)	_____ Date
_____ Curriculum Committee Chairperson	_____ Date
_____ Academic Senate President	_____ Date
_____ Vice President, Academic Affairs	_____ Date

Grading Rubric for Sociology Writing Assignments

Criteria	4 = Superior	3 = Good	2 = Satisfactory	1 = Unsatisfactory	0 = Unacceptable	Final Score
Clarity	Clear Thesis statement, thesis addresses the assigned topic, clear, effective transitions between ideas (topic sentences maintains focus)	Clear theses statement, thesis addresses the assigned topic	Thesis statement posed as a series of questions, on point but not as focused as a single, clear, key thesis statement, adequate organization but transitions and focus not clearly maintained	Ideas confusing, disconnected, purpose is unclear, topic sentences nonexistent or random	No clear thesis statement, fails to address assignment, lacks focus and organization	
Precision	Sufficient data and examples to support thesis, topic sentences and conclusions, assets claims only when have sufficient evidence to back it up. All information relevant to logic of essay	No more than 1 “opinion” unsupported by data	No more than 2 “opinions” supported by data	Minimal supporting data, 3 or more opinions unsupported by data, primarily supporting opinions	No Supporting data, unsupported opinions. Irrelevant, rambling, use of stories versus reasoned argument, distorts the data and/or states it inaccurately	
Breadth	Approaches issues from variety of viewpoints (balanced presentation of sources) including well developed opposing viewpoints	Presents other points of view but biases reader more heavily towards one over the others	Approaches issues from one supporting point of view and includes at least one opposing viewpoint as relevant to the topic	Only presents one point of view either pro or con on an issue, relies primarily on one source, heavily biases reader in favor of own position	Only considers own point of view/opinion, no use of reference material, no reference is made to source material, reasons with narrow or superficial point of view, unaware of own prejudices	
Logic	Multiple conclusions/implications follow from thesis and data, paper makes sense, order of ideas builds a relevant case	Conclusions/implications follow from thesis and data; paper, overall makes sense, 1 or 2 ideas don't logically flow	Conclusion offered based on thesis and data, paper makes sense but logic is hard to follow due to jumping around.	Conclusion/Implication doesn't follow from logic or conclusion is incomplete	No conclusion offered, paper does not make sense, arguments are confusing and do not hang together	