

Reedley College

Proposed Course Modification

Course # / Title **History 11 / History of the United States through Reconstruction**

CHECK OFF SHEET

PRELIMINARY STEPS. Do before completing Course Modification Form.

(EACH BOX SHOULD BE CHECKED AS COMPLETED BEFORE SUBMISSION.)

- X 1. Communicate with the Curriculum Chair regarding intent to modify an existing course outline (recommended, not required).
- X 2. List term for implementation of modifications:
 Fall 2010 Spring _____ Summer _____
- X 3. Check one:
Do not complete Fresno City College course alignment page if:
_____ No similar course or program at FCC.
XX Course currently in common with FCC course or accepted in lieu of and changes will not affect status.

Complete Fresno City College course alignment page if:

- _____ Course currently in common with FCC course or accepted in lieu of. Changes may affect status. Consult with counterparts at FCC and complete alignment page
- _____ Course not in common or accepted in lieu of but may be with proposed changes consult with FCC counterparts

- X 4. Changes sought in the following:

CSU General Education Code	Yes _____	No <u>XX</u>
Transfer Baccalaureate List	Yes _____	No <u>XX</u>

If yes to either, schedule an appointment with the Articulation Officer

- X 5. Changes sought in number of repeats for credit:

_____ Yes
XX No

If yes, secure a **Course Repetition** form from the Curriculum Office.

PROPOSED COURSE MODIFICATION FORM

- X Appropriate sections of Course Outline of Record completed.

FINAL steps (Do after completing Course Outline of Record)

1. Signature Form. Secure signatures of the Department Chair and the Associate Dean before submitting the completed course proposal to the Curriculum Office.
2. Program Description. Course modification will change an existing program which is or will be described in the college catalogue.
_____ Yes _____ No

If yes, complete **Program Description Form** before submitting modification.

3. Final Check. All items above have been completed and checked off before modification is submitted.

Reedley College
PROPOSED COURSE MODIFICATION

All changes and modifications in the official course outline must come to the Curriculum Committee. Though minor changes may seem obvious, even these need to come to committee for information and to update the official curriculum. Changes in programs or in several department offerings should be submitted together if possible so that the whole picture is clear.

OUTLINE. Please fill in current existing course number, title, and units for course to be modified.

Department History Course No. HIST-11
 Course Title History of the United States through Reconstruction Units 3.0
 Effective Date Fall 2010

A. PROPOSED CHANGES.
(Indicate below all proposed changes to be made in the course outline.)

I. Cover Page

- | | |
|--|---|
| <input type="checkbox"/> 1. Course ID | <input type="checkbox"/> 8. Classification (Degree applicable, Non-degree applicable, or Pre-collegiate Basic skills) |
| <input type="checkbox"/> 2. Course Title | <input type="checkbox"/> 9. General Education Pattern, Graduation Requirement, and Major Category |
| <input type="checkbox"/> 3. Units | <input type="checkbox"/> 10. General Education Pattern/Baccalaureate (CSU) |
| <input type="checkbox"/> 4. Lecture/Lab Hours | <input type="checkbox"/> 11. Repeatability |
| <input type="checkbox"/> 5. Grading Basis | <input type="checkbox"/> 12. Catalog Description |
| <input type="checkbox"/> 6. Entrance Skills: Basic Skills Prerequisites/Advisories | |
| <input type="checkbox"/> 7. Subject Prerequisites/Corequisites/Advisories | |

Other pages

- | | |
|---|---|
| <input checked="" type="checkbox"/> II. Course Outcomes | <input type="checkbox"/> VI. Methods of Grading |
| <input type="checkbox"/> III. Course Objectives | <input type="checkbox"/> VII. Levels of Educational Materials |
| <input type="checkbox"/> IV. Course Content Outline | Additional Pages (optional depending on course) |
| <input type="checkbox"/> V. Approved Readings | <input type="checkbox"/> Request for Repeatability/Limitation on Enrollment |

B. DESCRIPTION OF CHANGES AND MODIFICATIONS.

ITEM NO.	CHANGED FROM	CHANGED TO	REASON
II. Course Outcomes	<p>Upon completion of this course, students will be able to:</p> <p>A. explain the main causes and impact of European exploration and colonization in the New World.</p> <p>B. understand the origins of America's distinctive political traditions and governmental institutions.</p> <p>C. apply knowledge of American political and governmental institutions to current political debates.</p> <p>D. identify the fundamental changes in American social structure and economy from pre-industrial times to the late 1800s.</p> <p>E. describe the key trends and movements in American cultural, social, and intellectual life through 1877.</p> <p>F. describe the causes and consequences of America's</p>	<p>Upon completion of this course, students will be able to:</p> <p>A. Identify the origins of America's distinctive political traditions and governmental institutions.</p> <p>B. Analyze the fundamental changes in the American economy from pre-industrial times to the late 1800s.</p> <p>C. Identify the key trends and movements in American cultural, social, and intellectual life through 1877.</p> <p>D. Analyze the causes and consequences of America's foreign policy, wars, and its geographical expansion through 1877.</p> <p>E. Identify the contributions and changing roles of gender and ethnic groups in American history to 1877.</p>	<p>After two cycles of assessing student learning outcomes for History 11 (Fall 2008 and 2009), analysis indicated that the original course outcomes were too narrowly defined to measure. During the Spring 2010 duty day workshop, the members of the history department began redesigning the course outcomes to conform with current definitions introduced by the workshop facilitators, for the purpose of full implementation of our assessment plan. A number of outcomes were combined and broadened to better emphasize themes addressed in traditional history curricula. While this has reduced the overall number of course outcomes, it will allow the department to fully assess them beginning in the Fall 2010 term.</p>

	<p>foreign policy, wars, and its geographical expansion through 1877.</p> <p>G. outline the causes of the Civil War, identify key battles and prominent individuals associated with that struggle, and explain the factors resulting in a Union victory.</p> <p>H. identify the key events and impact of the Reconstruction Era in terms of its impact on African Americans and American politics.</p> <p>I. describe the contributions, socio-economic conditions, and experiences of minority groups and women in American history to 1877.</p> <p>J. compare and contrast important political, social, and economic events and individuals from the American past with current trends in American society.</p>		
--	---	--	--

(Additional sheets may be attached if necessary.)

C. EXPLANATIONS. If course modification results in changes in the program which will require use of the program description form, please give rationale.

Please attach the complete outline before modifications to this form. If only the first page of the outline is being modified, also attach the new first page. If other pages of the outline are being modified, please attach the complete new outline.

Reedley College

SIGNATURE FORM

Submission/Recommendation/Action

Course Department and Number: History 11

Course Title: History of the United States through Reconstruction

Effective Date: Fall 2010

1. Submitted By: R. Genera, D. Richardson, J. E. Libby Date: _____

2. Reviewed by Department: _____ Date: _____
Department Chair's Signature
Attach department recommendation. (optional)

3. Received/Reviewed by Dean of Instruction: _____ Date: _____
Dean's Signature

4. Approved by Curriculum Committee on: _____
Date

Curriculum Committee Chair Date

Vice President of Instruction Date

5. Reviewed by Articulation Officer: _____ Date: _____

CSU GE Code submitted for articulation: _____



CREDIT COURSE OUTLINE

I. COVER PAGE

(1)
Course ID: HIST 11

(2)
Course Title: History of the United States through Reconstruction

(3)
Units: 3.0

<p>(4) Lecture / Lab Hours:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Total Course Hours</td> <td style="width: 40%;"></td> </tr> <tr> <td style="padding-left: 40px;">Total Lec hours:</td> <td style="text-align: center; border: 1px solid black;">3</td> </tr> <tr> <td style="padding-left: 40px;">Total Lab hours:</td> <td style="border: 1px solid black;"></td> </tr> </table> <p>Lec will generate _____ hour(s) outside work Lab will generate _____ hour(s) outside work.</p>	Total Course Hours		Total Lec hours:	3	Total Lab hours:		<p>(8) Classification:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Degree applicable:</td> <td style="text-align: center; border: 1px solid black;">x</td> </tr> <tr> <td>Non-degree applicable:</td> <td style="border: 1px solid black;"></td> </tr> <tr> <td>Pre-collegiate basic skills:</td> <td style="border: 1px solid black;"></td> </tr> </table>	Degree applicable:	x	Non-degree applicable:		Pre-collegiate basic skills:	
Total Course Hours													
Total Lec hours:	3												
Total Lab hours:													
Degree applicable:	x												
Non-degree applicable:													
Pre-collegiate basic skills:													
<p>(5) Grading Basis:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Grading scale only</td> <td style="border: 1px solid black;"></td> </tr> <tr> <td>Pass/No Pass option</td> <td style="text-align: center; border: 1px solid black;">x</td> </tr> <tr> <td>Pass/No Pass only</td> <td style="border: 1px solid black;"></td> </tr> </table>	Grading scale only		Pass/No Pass option	x	Pass/No Pass only		<p>(9) RC Fulfills AS/AA degree requirement: (area)</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;"></td> <td style="text-align: center; border: 1px solid black;">B 2</td> </tr> </table> <p>General education category: _____ Major: _____ Social Sciences</p>		B 2				
Grading scale only													
Pass/No Pass option	x												
Pass/No Pass only													
	B 2												
<p>(6) Basic Skills Prerequisites:</p>	<p>(10) CSU: Baccalaureate: Yes</p> <p>(11) Repeatable: (A course may be repeated three times) 0</p>												
<p>Basic Skills Advisories: Eligibility for ENGL 125 and ENGL 126</p>	<p>For Office Use Only</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">New</td> <td style="width: 15%;"></td> <td style="width: 15%;">Mod</td> <td style="width: 15%;"></td> <td style="width: 40%;">Effective Date:</td> </tr> </table>	New		Mod		Effective Date:							
New		Mod		Effective Date:									
<p>(7) Subject Prerequisites (requires C grade or better):</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">SAM Priority:</td> <td style="width: 40%;">DATATEL ID:</td> </tr> <tr> <td>Unit Code:</td> <td>TOPS Code:</td> </tr> <tr> <td>Reporting ID:</td> <td>Date Reporting ID Assigned</td> </tr> </table>	SAM Priority:	DATATEL ID:	Unit Code:	TOPS Code:	Reporting ID:	Date Reporting ID Assigned						
SAM Priority:	DATATEL ID:												
Unit Code:	TOPS Code:												
Reporting ID:	Date Reporting ID Assigned												
<p>Subject Corequisites:</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Program Status:</td> <td style="width: 40%;">Course LHE:</td> </tr> </table>	Program Status:	Course LHE:										
Program Status:	Course LHE:												
<p>Subject Advisories:</p>	<p>Replaced by: Date:</p>												
<p>(12) Catalog Description:</p> <p>Political, social, and economic development of the United States from the colonial period through the Civil War and Reconstruction Era.</p>													

II. COURSE OUTCOMES:

(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)

Upon completion of this course, students will be able to:

- A. Identify the origins of America's distinctive political traditions and governmental institutions.
- B. Analyze the fundamental changes in the American economy from pre-industrial times to the late 1800s.
- C. Identify the key trends and movements in American cultural, social, and intellectual life through 1877.
- D. Analyze the causes and consequences of America's foreign policy, wars, and its geographical expansion through 1877.
- E. Identify the contributions and changing roles of gender and ethnic groups in American history to 1877.

III. COURSE OBJECTIVES:

(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)

In the process of completing this course, students will:

- A. Explain the causes of European exploration in the New World.
- B. Examine the development of political and governmental institutions in the United States up to the end of the Reconstruction Era in 1877.
- C. Describe the evolution of the American economy from colonial times to the Reconstruction Era, focusing on the transition from pre-industrial to an increasingly industrial and urban society.
- D. Compare and contrast the trends and movements in American social, cultural, and intellectual life through 1877.
- E. Examine the changes in America's social structure from colonial times to 1877.
- F. Evaluate the contributions, socio-economic conditions and experiences of minority groups in the history of the United States through 1877.
- G. Identify the causes and consequences of the United States' foreign policy, wars, and geographic expansion through 1877.
- H. Analyze the political, economic, and social factors leading to the Civil War.
- I. Examine the major battles of the Civil War and compare the relative strengths and weaknesses of the Union and Confederacy in determining the outcome of the Civil War.
- J. Assess the consequences of the Reconstruction Era in terms of changes to the United States Constitution, effect on African Americans and race relations, impact on southern states, and effect on the American political system.
- K. Analyze the factors present in post-Civil War America (resources, institutions, values, immigration, etc) which caused the United States to enter a period of rapid industrialization and modernization after 1865.
- L. Evaluate the importance of specific prominent persons, places, and events in United States history from colonial times through 1877.

IV. COURSE CONTENT OUTLINE:

- A. Meeting of Different Worlds
 - 1. Native Societies of the Western Hemisphere before the advent of Europeans
 - a. Aztec, Mayan, Inca, and North American tribal societies circa 1500: population, culture, etc.
 - 2. Europe, Asia, and Africa in the 1400s: population, culture, and economy
 - 3. Factors Promoting European Exploration
 - 4. The Age of Exploration
 - a. Portuguese, Spanish, and subsequent expeditions
 - b. Columbus and historical revisionism
 - 5. Founding of Colonial Empires in the Western Hemisphere
 - a. Impact on native societies of North America
 - b. The Great Disease Migration and the Columbian Exchange
- B. European Colonies in North America, 1600s and 1700s
 - 1. Overview: Europe claims North America
 - 2. British North America: colonial society, economics, and politics
 - a. British colonies in the Chesapeake region and the South
 - b. New England and the Middle Colonies
 - 3. Origins and Expansion of Slavery in British North America
 - a. Development of African American culture and refinement of legal restrictions governing slaves' lives
 - 4. Conflicts between Colonial Powers in North America
- C. Growing tensions and the War for Independence, 1763-1776
 - 1. The Seven Years' War and its Consequences
 - 2. British legislation provokes resistance in the colonies
 - 3. American political ideology leading to rebellion
 - 4. Outbreak of hostilities and conduct of Revolutionary War
 - 5. Declaration of Independence and political impact of the war:
 - a. Changes in government at national and state level
 - 6. Social and economic impact of war
 - a. Role of slaves and Native Americans in the conflict
 - 7. Factors leading to British defeat and American victory
- D. Building the New Nations, 1783-1824
 - 1. Problems with the Articles of Confederation
 - 2. Creating, ratifying, and implementing the Constitution
 - 3. Early Presidential administrations: Washington and Adams
 - a. The Bill of Rights
 - b. Hamilton versus Jefferson; political parties emerge; Federalists versus Jeffersonians (Republicans)
 - 4. The "Revolution of 1800;" the first transfer of power
 - a. Jefferson's principles and policies
 - 5. Madison and Monroe
 - a. Foreign policy problems and the War of 1812
 - b. Relations between Native Americans and Whites
- E. Social Change and Economic Development, 1800 to 1840s
 - 1. Early manufacturing in the North
 - a. Inventors and their inventions.
 - 2. Development of the National Economy; role of West, North, and South
 - 3. Role of women
 - 4. Urban versus rural life; impact of industrialization on standard of living and quality of life.

- F. Slavery and the Antebellum South
 - 1. The economics of American slavery
 - 2. The conditions of slavery: life expectancy, diet, mortality rates, forms of discipline and enforcement
 - 3. Development of African American society: culture, customs, and religion
 - 4. Sectional conflict between North and South
 - a. Circumstances for free blacks in the North and South

- G. Antebellum America, 1820s to 1840s
 - 1. J.Q. Adams, Jackson, and Van Buren administrations
 - 2. Jacksonian Democracy: reforms and changes in the political system
 - 3. Jackson's presidency: policies, principles, and conflicts
 - 4. Rise of the Whig party
 - 5. Policy toward Native Americans
 - 6. The causes and impact of Irish immigration and the rise of Nativism
 - 7. Social movements: utopian experiments, religious movements, Abolitionism, and the Birth of the Women's Movement

- H. American Expansion; the era of Manifest Destiny
 - 1. Nationalism and the roots of American expansionism
 - 2. Resolving the Oregon question
 - 3. Prelude of the Mexican War: the nature of society in Mexico's northern frontier regions
 - a. Society, economy, and culture in Mexico's northern frontier
 - b. Hispanic Alta California, Nuevo Mexico, and Texas in the 1830s and 1840s
 - c. The Texas Revolution, 1836
 - 4. The Mexican War, 1846-1848
 - a. Events leading to war and conduct of the war
 - b. Impact of the Treaty of Guadalupe Hidalgo on Hispanics in areas ceded to the United States

- I. The Union in Peril, 1848-1861
 - 1. Political conflicts over territories in the Mexican Cession
 - 2. Political and social impact of California's gold rush
 - a. Impact on Native Americans and Hispanics in California
 - 3. Compromise of 1850
 - 4. Events contributing to sectional conflict
 - a. The Anti-Slavery Movement, Kansas-Nebraska Act, Bleeding Kansas, Dred Scott decision
 - b. Fragmentation of political parties, rise of Republican party and emergence of Abraham Lincoln
 - 5. Election of 1860

- J. The Nation Divides
 - 1. Causes of the Civil War
 - 2. Northern assets and liabilities versus Southern assets and liabilities
 - 3. Conduct of the war
 - a. Military strategy, tactics, and technology
 - 4. The Emancipation Proclamation
 - 5. Lincoln's role as wartime president
 - 6. Role of African Americans in war
 - 7. Economic, social, political impact of the war
 - 8. Factors in Northern victory, Southern defeat
 - 9. Political, social, economic consequences of Union triumph

- K. The Reconstruction Era
 - 1. Lincoln's vision for Reconstruction
 - 2. Conflict between Johnson and Congress
 - a. Congressional (Radical) Reconstruction versus Presidential Reconstruction
 - b. The impeachment controversy
 - c. The elements of radical Reconstruction in the South
 - d. Role of African Americans in Reconstruction governments and politics of the era
 - 3. "Redeemer" governments regain control in the South
 - 4. Impact of Reconstruction on African Americans
 - a. Development of educational and religious institutions.
 - b. Liberties gained, rights gained and then lost

- c. Emergence of sharecropping as labor system
- d. Emergence of segregation and Jim Crow laws
- 5. End of Reconstruction: The Compromise of 1877
- 6. The “New South” in the late 1880s
 - a. Economic development
 - b. Institutionalization of racial segregation
- 7. The 1870s: The United States on the Verge of Global Industrial Supremacy
 - a. Factors producing rapid industrial growth, modernization, and urbanization in the United States during the post-Civil War period.

V. APPROPRIATE READINGS

Reading assignments may include but are not limited to the following:

A. Sample Text Title:

1. Nash, Jeffery, et. al. *The American People; Creating a Nation and a Society*. Vol. I: *To 1877*. Longman Publ.
2. Brinkley, Alan. *American History; A Survey*. Vol. I: *to 1877*. McGraw-Hill Publ.

B. Other Readings:

X	Global or international materials or concepts are appropriately included in this course
X	Multicultural materials and concepts are appropriately included in this course.

If either line is checked, write a paragraph indicating specifically how global/international and/or multicultural materials and concepts relate to content outline and/or readings.

The course employs a global approach when appropriate to the topic under scrutiny. For example, global civilizations and societies are described during the 1400s (on the eve of the Age of Exploration); European nations are discussed repeatedly in connection with colonial wars of the 1600s and 1700s as well as United States foreign policy from 1783 to 1865. Mexico, America, and Canada are also discussed repeatedly as events in United States History intersect with those areas.

Information, discussion, and analysis concerning Native Americans, African Americans, Hispanics appear throughout the course. Coverage of ethnic and racial minority groups as well as women is documented in the course outline.

VI. METHODS TO MEASURE STUDENT ACHIEVEMENT AND DETERMINE GRADES:

Students in this course will be graded in at least one of the following four categories. Please check those appropriate. A degree applicable course must have a minimum of one response in category A, B or C.

A. Writing			
<i>Check either 1 or 2 below</i>			
X	1. <i>Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.</i>		
	2. <i>Substantial writing assignments are NOT required. If this box is checked leave this section blank. For degree applicable courses you must complete category B and/or C.</i>		
X	a. essay exam(s)	X	d. written homework
X	b. term or other papers(s)	X	e. reading reports
	c. laboratory reports		f. other (specify)

Required assignments may include but are not limited to the following:

- Examinations may include essay questions requiring students to critically analyze various historical issues, ideas or events as well as discussing and analyzing conflicting interpretations of past events.
- The course must include a substantial writing assignment in which the student will explore in depth some historical issue or theme. This may be a research paper, an analysis of primary sources from an appropriate period or a critical analysis of conflicting historical interpretations of an issue, event, idea or person. An instructor may also require several shorter papers in lieu of the larger writing assignment. In any case, the course must include a substantial writing component requiring the student to analyze an issue or theme in depth.

B. Problem Solving			
1. Computational or non-computational problem-solving demonstrations, including:			
	a. exam(s)		d. laboratory reports
	b. quizzes		e. field work
	c. homework problems		f. other (specify)

Required assignments may include, but are not limited to the following:

C. Skill demonstrations, including:			
	a. class performance(s)		c. performance exam(s)
	b. field work		d. other (specify)

Required assignments may include, but are not limited to the following:

D. Objective examinations, including:			
X	a. multiple choice	X	d. completion
X	b. true/false	X	e. other (specify)
X	c. matching items		

COURSE GRADE DETERMINATION:

Description/Explanation: Based on the categories checked in A-D, it is the recommendation of the department that the instructor's grading methods fall within the following departmental guidelines; however, the final method of grading is still at the discretion of the individual instructor. The instructor's syllabus must reflect the criteria by which the student's grade has been determined. (A minimum of five (5) grades must be recorded on the final roster.)

If several methods to measure student achievement are used, indicate here the approximate weight or percentage each has in determining student final grades.

Writing Assignments: 20-30 percent of final grade

Objective Examinations: 70-80 percent of the final grade

The instructor may also factor in assignments such as oral presentations or class participation ascribing a reasonable weight to such assignments, perhaps 20 percent or so of the overall grade.

FOR DEGREE APPLICABLE COURSES

Course ID: HIST 11

Course Title: History of the United States through Reconstruction

VII. EDUCATIONAL MATERIALS

For degree applicable courses, the adopted texts, as listed in the college bookstore, or instructor-prepared materials have been certified to contain college-level materials.

Validation Language Level (check where applicable):	College-Level Criteria Met	
	Yes	No
Textbook	X	
Reference materials	X	
Instructor-prepared materials	X	
Audio-visual materials	X	

Indicate method of evaluation:

Used readability formulae (grade level 10 or higher)	
Text is used in a college-level course	X
Used grading provided by publisher	X
Other: (please explain; relate to Skills Levels)	

Computation Level (Eligible for MATH 101 level or higher where applicable)		X
Content		
Breadth of ideas covered clearly meets college-level learning objectives of this course	X	
Presentation of content and/or exercises/projects:		
Requires a variety of problem-solving strategies including inductive and deductive reasoning.	X	
Requires independent thought and study	X	
Applies transferring knowledge and skills appropriately and efficiently to new situations or problems.	X	
List of Reading/Educational Materials		
1. Text (sample):		
Nash, Jeffery, et. al. <i>The American People; Creating a Nation and a Society</i> . Vol. I: <i>To 1877</i> . Longman Publ.		
Brinkley, Alan. <i>American History; A Survey</i> . Vol. I: <i>to 1877</i> . McGraw-Hill Publ.		
Comments:		
The instructor may also include a collection of primary sources as part of the required readings for this course.		
	This course requires special or additional library materials (list attached).	
	This course requires special facilities:	

BASIC SKILLS ADVISORIES PAGE The skills listed are those needed for eligibility for English 125, 126, and Math 101. These skills are listed as the outcomes from English 252, 262, and Math 250. In the right hand column, list at least three major basic skills needed at the beginning of the target course and check off the corresponding basic skills listed at the left.

<p>Math Skills (eligibility for Math 101) (as outcomes for Math 250)</p> <p>_____ Performing the four arithmetic operations on whole numbers, arithmetic fractions, and decimal fractions.</p> <p>_____ Making the conversions from arithmetic fractions to decimal fractions, from decimal fractions to percents, and then reversing the process.</p> <p>_____ Applying the concepts listed above to proportions, percents, simple interest, markup and discount.</p> <p>_____ Applying the operations of integers in solving simple equations.</p> <p>_____ Converting between the metric and English measurement systems</p>	
<p><u>Reading Skills</u> (eligibility for English 126) (as outcomes for English 262)</p> <p><u>X</u> Using phonetic, structural, contextual, and dictionary skills to attack and understand words.</p> <p><u>X</u> Applying word analysis skills to reading in context.</p> <p><u>X</u> Using adequate basic functional vocabulary skills.</p> <p><u>X</u> Using textbook study skills and outlining skills.</p> <p><u>X</u> Using a full range of literal comprehension skills and basic analytical skills such as predicting, inferring, concluding, and evaluating.</p>	<ol style="list-style-type: none"> 1. Student must be able to read and comprehend a college level text relating to the lecture and class discussions. 2. Student must be able to read primary historical documents ascertaining the intent of the document's authors. 3. Student must be able to understand basic terminology associated with the Social Science disciplines of History, Political Science, Geography & Economics
<p><u>Writing Skills</u> (eligibility for English 125) (as outcomes for English 252)</p> <p><u>X</u> Writing complete English sentences and avoiding errors most of the time.</p> <p><u>X</u> Using the conventions of English writing: capitalization, punctuation, spelling, etc.</p> <p><u>X</u> Using verbs correctly in present, past, future, and present perfect tenses, and using the correct forms of common irregular verbs.</p> <p><u>X</u> Expanding and developing basic sentence structure with appropriate modification.</p> <p><u>X</u> Combining sentences using coordination, subordination, and phrases.</p> <p><u>X</u> Expressing the writer's ideas in short personal papers utilizing the writing process in their development.</p>	<ol style="list-style-type: none"> 1. In writing assignments, the student must be able to organize concepts coherently and present ideas in a logical and methodical fashion. 2. Student must be able to compare, contrast and evaluate in writing about divergent interpretations of past events. 3. Student must be able to prepare a substantial research paper or other analytical writing assignment expressing ideas grammatically and clearly.

Check the appropriate spaces.

- _____ Eligibility for Math 101 is **advisory** for the target course.
- X Eligibility for English 126 is **advisory** for the target course.
- X Eligibility for English 125 is **advisory** for the target course.

If the reviewers determine that an advisory or advisories in Basic Skills are all that are necessary for success in the target course, stop here, provide the required signatures, and forward this form to the department chair, the appropriate associate dean, and the curriculum committee.