



CATALOG ADDENDUM: OCTOBER 2022

Below are listed additions and corrections to the 2022-23 Bucks County Community College Catalog since its publication. All corrections listed below have been made in the main online catalog sections to which they apply. They do not appear, however, in the PDF version of the full catalog.

SECTION 2: MAJORS AND CERTIFICATE PROGRAMS

[Medical Laboratory Technician, Associate of Applied Science \(Curriculum Code No. 2203\):](#)

The following course has been moved in the Recommended Semester Sequence: MDLB 101 will move from summer III (6 weeks) to Summer I (6 weeks).

[Occupational Therapy, Associate of Science \(Curriculum Code No. TBA\):](#) This new program has been created.

Occupational Therapy

ASSOCIATE OF SCIENCE

TRANSFER MAJOR

Department of Health Sciences

Founders 112 • phone (215) 968-8353 (option 3)

Curriculum Code No. _____

The Associate of Science in Occupational Therapy program prepares students for transfer into baccalaureate degree programs within the field of Occupational Therapy or affiliated areas of study.

Graduates of this program are able to:

- describe the major concepts and theories in the field of occupational therapy;
- explain the importance of providing culturally-sensitive occupational therapy services;
- employ effective verbal and written communication skills; and
- explain the ethical principles that guide occupational therapy professionals.

DEGREE COURSE REQUIREMENTS

Course	Credits
BIOL181 Human Anatomy & Physiology I ^{A,C,7}	4
BIOL182 Human Anatomy & Physiology II ^C	4
CHEM121 Chemistry I ^{A,C,6,7}	4
COLL101 College Success Seminar	1
COMM110 Effective Speaking ^{A,C,4,5}	3
COMP110 English Composition I ^{A,C,2,10}	3

COMP111 English Composition II ^{C,2,4,10}	3
HSCI 150 Introduction to Occupational Therapy	4
MATH115 Elementary Statistics ^{A,C,2,6}	3
MATH120 College Algebra ^{A,C,6}	4
PHYS106 Physics A ^{A,C,7}	4
PHYS107 Physics B ^C	4
PSYC110 Introduction to Psychology ^{A,C,2,3,8}	3
PSYC181 Developmental Psychology: Lifespan ^C	3
PSYC215 Introductory Psychological Statistics ^C	4
PSYC280 Abnormal Psychology ^C	3
SOCI110 Introduction to Sociology ^{2,3,8}	3
Arts/Humanities elective ^{B,1}	3
Total Credits	60

RECOMMENDED SEMESTER SEQUENCE

The recommended course sequence is designed for full-time students who average 15 credit hours per semester. Students may need more time to complete major requirements based on placement testing. This additional time will entail some adjustments to the sequence recommended.

FIRST SEMESTER

Course	Credits
COLL101 College Success Seminar	1
HSCI150 Introduction to Occupational Therapy	4
COMP110 English Composition I ^{A,C,2,10}	3
MATH120 College Algebra ^{A,C,6}	4
PSYC110 Introduction to Psychology ^{A,C,2,3,8}	3
Total Credit Hours	15

SECOND SEMESTER

Course	Credits
MATH115 Elementary Statistics ^{A,C,2,6}	3
COMP111 English Composition II ^{C,2,4,10}	3
CHEM121 Chemistry I ^{A,C,6,7,9}	4
PHYS106 Physics A ^{C,7}	4
Total Credit Hours	14

THIRD SEMESTER

Course	Credits
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COMM110 Effective Speaking ^{A,C,4,5}	3
BIOL181 Human Anatomy & Physiology I ^{A,C,7}	4
PSYC215 Introductory Psychological Statistics ^C	4
SOCI110 Introduction to Sociology ^{2,3,8}	3
PSYC280 Abnormal Psychology ^C	3
Total Credit Hours	17

FOURTH SEMESTER

Course	Credits
BIOL182 Human Anatomy & Physiology II ^C	4
PSYC181 Developmental Psychology: Lifespan ^C	3
PHYS107 Physics B ^C	4
Arts/Humanities ^{B,1}	3
Total Credit Hours	14

^A Placement testing required

^B Select from one of the approved Arts/Humanities courses in the catalog.

^C Course requires prerequisite.

¹ Satisfies Arts/Humanities.

² Satisfies Critical Thinking.

³ Satisfies Diversity.

⁴ Satisfies Information Literacy.

⁵ Satisfies Oral Communication.

⁶ Satisfies Quantitative Literacy.

⁷ Satisfies Scientific Literacy.

⁸ Satisfies Social Sciences.

⁹ Satisfies Technological Competence.

¹⁰ Satisfies Writing.

[Patient Care Technician, Certificate Program \(Curriculum Code No. 3204\)](#): The Admissions Procedures have been updated: “The required prerequisite to enter the Introduction to Patient Care course is to be 18 years or older and possess a High School diploma or GED. Interested candidates must have completed a certified nursing course within 2 years of the start of the Introduction to Patient Care course. Active status on the PA/NJ Nurse Aide registry is mandatory if the nursing assistant course was not completed at Bucks County Community College. The required prerequisite to enter the Electrocardiography Interpretation course is BIOL115 or BIOL181 and BIOL182.”

SECTION 3: COURSE DESCRIPTIONS

[History: American Architecture \(HIST198\)](#): The Master Course Outline has been updated:

- V. Other Pertinent Information: Other Pertinent Information: “This course meets the General Education requirement for Arts & Humanities. Students may be required to take an individual and/or group field trip.”

- VII. Required Course Content, A. Course Learning Goals, #5: “contextualize continuity and change in the built environment within larger trends of politics, economics, social interactions, culture, and/or technology in American history [Arts & Humanities].”
- VII. Required Course Content, C. Assessment Methods: “Attainment of course learning goals may be assessed by one or more of the following: Written assignments, Discussion responses, Quizzes. Case study analyses, Research-based reports, Field experiences, Presentations.”

[Introduction to Occupational Therapy \(HSCI150\)](#): This new course has been created:

- I. Course Number: HSCI150
Course Title: Introduction to Occupational Therapy
- II. Number of Credits: 4
- III. Number of Instructional Minutes: 3000
- IV. Prerequisite or co-requisite: None
- V. Other Pertinent Information: None

- VI. Catalog Course Description: This course is an introduction to the occupational therapy field, including basic concepts, principles, and processes that guide interventions; the history and development of the profession; current professional roles, issues, and trends; and an overview of values, philosophy, standards, and ethics. Students complete 15 hours of shadowing.

- VII. Required Course Content and Direction
 - A. Course Learning Goals

Students will:

 1. Apply foundational and theoretical concepts and principles associated with the practice of occupational therapy;
 2. Describe the evolution of philosophies and theories of occupational therapy;
 3. Describe the core values and ethical standards upheld by occupational therapists;
 4. Identify the scope of practice for occupational therapy practitioners, including credentialing requirements;
 5. Describe typical activities occupational therapy practitioners use with clients, groups, and special populations;
 6. Discuss the importance of cultural competency in occupational therapy practice settings.

 - B. Planned Sequence of Topics and/or Learning Activities
 1. Medical abbreviations and terminology
 2. The treatment team
 3. Americans with Disabilities Act
 4. Ethics and professionalism
 5. Activity analysis
 6. OT history, philosophy, values, goals
 7. Cultural diversity
 8. Documentation
 9. Practice settings
 10. Therapeutic process
 11. OT roles and credentialing
 12. Interview and assessment techniques
 13. Evidenced-based decision-making

 - C. Assessment Methods for Course Learning Goals

Student assessment may consist of in-class exams, electronically-administered exams, essays, written assignments, multi-media projects, and/or participation in classroom/online discussions.

 - D. Reference, Resource, or Learning Material to be used by Students

See course syllabus.

[English Literature to the 19th Century \(LITR205\)](#): The Master Course Outline has been updated:

- I. Course Number and Title: LITR205 English Literature to the 19th Century
- II. Number of Credits: 3 credits
- III. Number of Instructional Minutes: 2250
- IV. Prerequisites: None
- Corequisites: None

V. Other Pertinent Information

The Department of Language and Literature has determined that all literature courses must require a minimum of at least 2500 words in writing assignments.

During the first week of class, the instructor provides students with a weekly suggested reading schedule for the semester.

This course meets the General Education requirement for Arts/Humanities.

This course meets the General Education requirement for Critical Thinking.

VI. Catalog Course Description

This course traces the development of British Literature from its Anglo-Saxon origins to the beginning of the 19th Century through the examination of representative literary and historical/cultural texts from a diverse range of writers and perspectives.

VII. Required Course Content and Direction

1. Course Learning Goals

Students will:

1. analyze literature with attention to themes, literary strategies and issues as are relevant to the works being studied [Critical Thinking & Arts/Humanities];
2. express their understanding of the relationship between literature and the historical/cultural contexts in which it was written [Arts/Humanities];
3. recognize basic chronology of authors and literary periods/movements;
4. interpret literature through the lens of their own experience and through the lenses of various schools of literary criticism; and
5. recognize the relevance of literature of the period to the broader history of British literature and to contemporary culture.

2. Planned Sequence of Topics and/or Learning Activities

In addition to the major writers, instructors should choose at least two writers from each period.

Major writers: Chaucer, Shakespeare, Milton, Pope

1. Anglo-Saxon and Medieval: Beowulf, Caedmon, Sir Gawain, Julian of Norwich
2. Early Modern: Spenser, Marlowe, Jonson, Donne, Wyatt, Sidney, Herrick, Herbert, Marvell, Bunyan
3. Restoration and 18th Century: Dryden, Swift, Johnson, Addison and Steele, Defoe, Gray, Montagu, Behn

In addition:

*Students enter the course both with and without training in verbal analysis of literature; therefore, a subsidiary set of objectives dealing with literary analysis may be imported as individual student needs dictate.

*Reading remains the basic learning method available to students although various means of instruction are employed: Lectures, group discussion, mock trials, role playing, individual or group presentations to the class, team teaching, library research, etc.

*Through reading, writing, discussion, and various class activities, students identify, explain, and analyze the following: formal elements of the literature, particularly images, image patterns, narrative strategies, diction, and structural divisions of the work; themes and thematic patterns; literary periods, movements, and terms as appropriate to the literature.

*The writing requirement complies with Department standards for literature courses, a minimum of 2,500 words. Writing assignments reflect the course goals that students can comprehend, interpret, analyze, synthesize, and evaluate the literature.

*Because there are no prerequisites for literature courses, it is important that students understand the kind and quality of the writing expected.

*Students use various critical approaches as ways of assigning the meanings in the work; these include but are not limited to the major critical schools--humanistic, ethical, socio-cultural, historical (both the history of events and the history of ideas), psychological, mythical, and formal.

3. Assessment Methods for Course Learning Goals

To evaluate all course-specific learning goals and objectives, instructors may determine the depth and quality of student comprehension and critical thinking through several analytical essays (2500 words total required), exams, quizzes, journals, oral or multi-media presentations, class discussions, conferences with individual students, service-learning projects, and other methods as necessary to course content.

4. Reference, Resource, or Learning Materials to be used by Student:

Instructors choose from departmentally approved anthologies and/or approved online sources.

This may be supplemented with additional readings.

See individual course syllabi.

[English Literature in the 19th and 20th Century \(LITR206\)](#): The Master Course Outline has been updated:

I. Course Number and Title: LITR206 English Literature in the 19th and 20th Century

II. Number of Credits: 3 credits

III. Number of Instructional Minutes: 2250

IV. Prerequisites: None

Corequisites: None

V. Other Pertinent Information

The Department of Language and Literature has determined that all literature courses must require a minimum of at least 2500 words in writing assignments.

During the first week of class, the instructor provides students with a weekly suggested reading schedule for the semester.

This course meets the General Education requirement for Arts/Humanities.

This course meets the General Education requirement for Critical Thinking.

VI. Catalog Course Description

This course traces the development of British Literature from the beginning of the 19th Century to the present through the examination of representative literary and historical/cultural texts from a diverse range of writers and perspectives.

VII. Required Course Content and Direction

1. Course Learning Goals

Students will:

1. analyze literature with attention to themes, literary strategies and issues as are relevant to the works being studied [Critical Thinking & Arts/Humanities];
2. express their understanding of the relationship between literature and the historical/cultural contexts in which it was written [Arts/Humanities];
3. recognize basic chronology of authors and literary periods/movements;
4. interpret literature through the lens of their own experience and through the lenses of various schools of literary criticism; and
5. recognize the relevance of literature of the period to the broader history of British literature and to contemporary culture.

2. Planned Sequence of Topics and/or Learning Activities

In addition to the major writers, instructors should choose at least two writers from each period.

1. Major Writers: Blake, Wordsworth, Keats, Dickens, Yeats, T. S. Eliot, Woolf
2. Romantic: Austen, Burns, Coleridge, M. Shelley, P. Shelley, Byron, D. Wordsworth, M. Wollstonecraft
3. Victorian: R. Browning, E. Browning Tennyson, G. Eliot, Hopkins, Arnold, C. Bronte, E. Bronte, A. Bronte, G. Rossetti, C. Rossetti, Swinburne, Meredith, Kipling, Housman, Wilde
4. Modern/Contemporary: Conrad, Hardy, Sassoon, Owen, Lawrence, Joyce, Mansfield, Beckett, Waugh, Auden, Thomas, Larkin, Walcott, S. Smith, Pinter, Heaney, Rushdie, Z. Smith

In addition:

*Students enter the course both with and without training in verbal analysis of literature; therefore, a subsidiary set of objectives dealing with literary analysis may be imported as individual student needs dictate.

*Reading remains the basic learning method available to students although various means of instruction are employed: Lectures, group discussion, mock trials, role playing, individual or group presentations to the class, team teaching, library research, etc.

*Through reading, writing, discussion, and various class activities, students identify, explain, and analyze the following: formal elements of the literature, particularly images, image patterns, narrative strategies, diction, and structural divisions of the work; themes and thematic patterns; literary periods, movements, and terms as appropriate to the literature.

*The writing requirement complies with Department standards for literature courses, a minimum of 2,500 words. Writing assignments reflect the course goals that students can comprehend, interpret, analyze, synthesize, and evaluate the literature.

*Because there are no prerequisites for literature courses, it is important that students understand the kind and quality of the writing expected.

*Students use various critical approaches as ways of assigning the meanings in the work; these include but are not limited to the major critical schools--humanistic, ethical, socio-cultural, historical (both the history of events and the history of ideas), psychological, mythical, and formal.

3. Assessment Methods for Course Learning Goals

To evaluate all learning goals and objectives, instructors may determine the depth and quality of student comprehension and critical thinking through several analytical essays (2500 words total required), exams, quizzes, journals, oral or multi-media presentations, class discussions, conferences with individual students, service-learning projects, and other methods as necessary to course content.

4. Reference, Resource, or Learning Materials to be used by Student:

Instructors choose from departmentally approved anthologies and/or approved online sources.

This may be supplemented with additional readings.

See individual course syllabi.

[American Literature to 1865 \(LITR231\)](#): The Master Course Outline has been updated:

I. Course Number and Title: LITR231 American Literature to 1865

II. Number of Credits: 3 credits

III. Number of Instructional Minutes: 2250

IV. Prerequisites: None

Corequisites: None

V. Other Pertinent Information

The Department of Language and Literature has determined that all literature courses must require a minimum of at least 2500 words in writing assignments.

During the first week of class, the instructor provides students with a weekly suggested reading schedule for the semester.

This course meets the General Education requirement in Arts/Humanities.

This course meets the General Education requirement in Critical Thinking.

VI. Catalog Course Description

This course surveys the development of American Literature from the Colonial beginning to Whitman, emphasizing a thorough acquaintance with the work of significant writers of the period, including women and minorities, in their historical and cultural context.

VII. Required Course Content and Direction

1. Course Learning Goals

Students will

1. analyze literature with attention to themes, literary strategies and issues as are relevant to the works being studied [Critical Thinking & Gen. Ed: Arts/Humanities];
2. express their understanding of the relationship between literature and the historical/cultural contexts in which it was written [Arts/Humanities];
3. recognize basic chronology of authors, literary periods, and literary movements;
4. analyze the major recurrent patterns, themes, psychological insights, and concerns in the works read;
5. analyze literature in relationship to the diverse values and concerns of the country, exploring both historical and philosophical heritage; and
6. analyze the literature from the perspective of diverse cultural groups and in the context of current social struggles, as well as through various schools of modern criticism.

2. Planned Sequence of Topics and/or Learning Activities

Students read selectively the work of American authors from the age of exploration to the Civil War. The instructor, although not confined to authors on the following list, shall include at least

1. selections from exploration literature and Native American literature
2. three Puritan era writers, one of whom must be a poet (suggestions: Bradford, Edwards, Bradstreet, Sewall, Taylor, Wigglesworth, Mather, Thomas Morton, and Winthrop)
3. Franklin and one other Colonial writer (suggestions: Byrd, Crèvecoeur, Freneau, Hamilton, Madison, Paine, Jefferson, Rowlandson, Wheatley, and Woolman)
4. Cooper or Irving, and a slave narrative (or excerpts of one), and at least two other writers from the first half of the nineteenth century (suggestions: Brown, Alcott, Bryant, Chief Joseph, Chief Seattle, Davis, Douglass, Jacobs, Fuller, Longfellow, Stowe, Whittier)
5. Emerson, Hawthorne, Melville, Poe, Thoreau, Dickinson, and Whitman, emphasizing the major works of these authors

In addition:

*Students enter the courses both with and without training in verbal analysis of literature; therefore, a subsidiary set of objectives dealing with literary analysis may be imported as individual student needs dictate.

*Reading remains the basic learning method available to students although various means of instruction are employed: lectures, group discussion, mock trials, role playing, individual or group presentations to the class, team teaching, library research, etc.

*Through reading, writing, discussion, and various class activities, students identify, explain, and analyze the following: formal elements of the literature, particularly images, image patterns, narrative strategies, diction, and structural divisions of the work; themes and thematic patterns; literary periods, movements, and terms as appropriate to the literature.

*The writing requirement complies with Department standards for literature courses, a minimum of 2,500 words. Writing assignments reflect the course goals that students can comprehend, interpret, analyze, synthesize, and evaluate the literature.

*Because there are no prerequisites for literature courses, it is important that students understand the kind and quality of the writing expected.

*Students use various critical approaches as ways of assigning the meanings in the work; these include but are not limited to the major critical schools--humanistic, ethical, socio-cultural, historical (both the history of events and the history of ideas), psychological, mythical, and formal.

3. Assessment Methods for Course Learning Goals

To evaluate all learning goals and objectives, instructors may determine the depth and quality of student comprehension and critical thinking through several analytical essays (2500 words total required), exams, quizzes, journals, oral or multi-media presentations, class discussions, conferences with individual students, service-learning projects, and other methods as necessary to course content.

4. Reference, Resource, or Learning Materials to be used by Student:

Instructors choose an anthology of American literature, which they may supplement with additional readings.

See individual course syllabi.

[American Literature from 1865 \(LITR232\)](#): The Master Course Outline has been updated:

I. Course Number and Title: LITR232 American Literature from 1865

II. Number of Credits: 3 credits

III. Number of Instructional Minutes: 2250

IV. Prerequisites: None

Corequisites: None

V. Other Pertinent Information

The Department of Language and Literature has determined that all literature courses must require a minimum of at least 2500 words in writing assignments.

During the first week of class, the instructor shall provide students with a weekly suggested reading schedule for the semester.

This course meets the General Education requirement in Arts/Humanities.

This course meets the General Education requirement in Critical Thinking.

VI. Catalog Course Description

This course surveys the development of American Literature from Whitman to the present, with emphasis upon thorough acquaintance with the work of the significant writers of the period, including women and minorities, in their historical and cultural context.

VII. Required Course Content and Direction

1. Course Learning Goals

Students will:

- i. analyze literature with attention to themes, literary strategies and issues as are relevant to the works being studied [Critical Thinking & Gen. Ed: Arts/Humanities];
- ii. express their understanding of the relationship between literature and the historical/cultural contexts in which it was written [Arts/Humanities];
- iii. recognize basic chronology of authors, literary periods, and literary movements;
- iv. analyze the major recurrent patterns, themes, psychological insights, and concerns in the works read;
- v. analyze literature in relationship to the diverse values and concerns of the country, exploring both historical and philosophical heritage; and
- vi. analyze the literature from the perspective of diverse cultural groups and in the context of current social struggles, as well as through various schools of modern criticism.

2. Planned Sequence of Topics and/or Learning Activities

Students read selectively the work of American authors from the Civil War to the present. The instructor, although not confined to authors on the following list, shall include at least

1. Whitman, James, Twain, Dickinson, emphasizing the major works of these writers
2. Selections from various minority writers (as suggested below and/or of the instructor's choice)
3. Two additional writers of fiction pre-1900 (suggestions: Crane, Chestnut, Chopin, Gilman, Freeman, Garland, Harte, Howells, and Norris)
4. Frost, Williams, Stevens, Eliot and two other pre-World War II poets (suggestions: H. Crane, Cullen, H. D., Dunbar, Hughes, Lindsay, Moore, Pound, Robinson, Sandburg)
5. Faulkner, Fitzgerald, Hemingway, Wharton
6. Two writers of fiction or drama (suggestions: Anderson, Cather, Lewis, dos Passos, Dreiser, DuBois, Farrell, Glasgow, Hurston, Lewis, McCullers, O'Neill, Porter, Steinbeck, Toomer, Welty, West, Williams, Wright)

7. Three post World War II writers of fiction and drama (suggestions: Albee, Baldwin, Barth, Bellow, Carver, Cheever, Cisneros, Ellison, Hansberry, Mailer, Miller, Oates, Momaday, O'Connor, Tyler, Walker, Morrison, DeLillo, Pynchon, Wilson, Vonnegut)
8. Three post World War II poets (suggestions: Ashbury, Baraka, Bishop, Bly, Brooks, Dove, Ginsberg, Hayden, Kinnell, Levertov, Lowell, Plath, Rich, Roethke, Wright, Sexton, Gluck)

In addition:

*Students enter the course both with and without training in verbal analysis of literature; therefore, a subsidiary set of objectives dealing with literary analysis may be imported as individual student needs dictate.

*Reading remains the basic learning method available to students although various means of instruction are employed: lectures, group discussion, mock trials, role playing, individual or group presentations to the class, team teaching, library research, etc.

*Through reading, writing, discussion, and various class activities, students identify, explain, and analyze the following: formal elements of the literature, particularly images, image patterns, narrative strategies, diction, and structural divisions of the work; themes and thematic patterns; literary periods, movements, and terms as appropriate to the literature.

*The writing requirement complies with Department standards for literature courses, a minimum of 2,500 words. Writing assignments reflect the course goals that students can comprehend, interpret, analyze, synthesize, and evaluate the literature.

*Because there are no prerequisites for literature courses, it is important that students understand the kind and quality of the writing expected.

*Students use various critical approaches as ways of assigning the meanings in the work; these include but are not limited to the major critical schools--humanistic, ethical, socio-cultural, historical (both the history of events and the history of ideas), psychological, mythical, and formal.

3. Assessment Methods for Course Learning Goals

To evaluate all learning goals and objectives, instructors may determine the depth and quality of student comprehension and critical thinking through several analytical essays (2500 words total required), exams, quizzes, journals, oral or multi-media presentations, class discussions, conferences with individual students, service-learning projects, and other methods as necessary to course content.

4. Reference, Resource, or Learning Materials to be used by Student:

Instructors choose an anthology of American literature, which they may supplement with additional readings.

See individual course syllabi.

[Introduction to British Women Writers \(LITR234\)](#): The Master Course Outline has been updated:

I. Course Number and Title: LITR234 Introduction to British Women Writers

II. Number of Credits: 3 credits

III. Number of Instructional Minutes: 2250

IV. Prerequisites: None

Corequisites: None

V. Other Pertinent Information

The Department of Language and Literature has determined that all literature courses must require a minimum of at least 2500 words in writing assignments.

During the first week of class, the instructor provides students with a weekly suggested reading schedule for the semester.

This course meets the General Education requirement in Arts/Humanities.

This course meets the General Education requirement in Critical Thinking.

This course meets the General Education requirement in Diversity.

VI. Catalog Course Description

Course features novels, short stories, poems, plays and other literature by, for, and about women in Britain from the medieval period to the present. Students examine the portrayal of women's lives, the

relationship to women's roles in modern society, the expression of multi-cultural developments, and major movements in British literature.

VII. Required Course Content and Direction

1. Course Learning Goals

Students will:

1. analyze literature with attention to themes, literary strategies and issues as are relevant to the works being studied [Critical Thinking & Arts/Humanities];
2. express their understanding of literature in its historical and socio-cultural milieu [Arts/Humanities];
3. analyze the historical and social conditions of women, and of gender roles, as exemplified and reflected in literature [Diversity];
4. recognize the way women writers revise, reflect upon, and resist stereotypes of women in literature [Diversity]; and
5. recognize the importance and inclusion of multi-cultural themes during the long history of British colonialism [Diversity].

2. Planned Sequence of Topics and/or Learning Activities

This course focuses on novels, short stories, plays, poetry, and other writing by, for, and about women in Britain. Starting with the medieval period of anti-feminism, the course moves through the Renaissance and intervening periods of British history, concluding with the multi-cultural awareness of the present. By examining the diverse and powerful voices of British women writers, various themes emerge: women's roles in society, male/female relationships, the domestic versus the public sphere, the implications of colonialism, the roles of British women in the cataclysm of war, and the rights of modern women.

In addition:

1. Students enter the course both with and without training in verbal analysis of literature; therefore, a subsidiary set of objectives dealing with literary analysis may be imported as individual student needs dictate.
2. Reading remains the basic learning method available to students although various means of instruction are employed: lectures, group discussion, mock trials, role playing, individual or group presentations to the class, team teaching, library research, etc.
3. Through reading, writing, discussion, and various class activities, students identify, explain, and analyze the following: formal elements of the literature, particularly images, image patterns, narrative strategies, diction, and structural divisions of the work; themes and thematic patterns; literary periods, movements, and terms as appropriate to the literature.
4. The writing requirement complies with Department standards for literature courses, a minimum of 2,500 words. Writing assignments reflect the course goals that students can comprehend, interpret, analyze, synthesize, and evaluate the literature.
5. Because there are no prerequisites for literature courses, it is important that students understand the kind and quality of the writing expected.
6. Students use various critical approaches as ways of assigning the meanings in the work; these include but are not limited to the major critical schools--humanistic, ethical, socio-cultural, historical (both the history of events and the history of ideas), psychological, mythical, and formal.

3. Assessment Methods for Course Learning Goals

To evaluate all learning goals and objectives, instructors may determine the depth and quality of student comprehension and critical thinking through several analytical essays (2500 words total required), exams, quizzes, journals, oral or multi-media presentations, class discussions, conferences with individual students, service-learning projects, and other methods as necessary to course content.

4. Reference, Resource, or Learning Materials to be used by Student:

An anthology or selected works of British women writers, which may include novels, short stories, drama, poems, essays, letters, journals, religious tracts, and other writing, is assigned. This may be supplemented by additional readings.
See individual course syllabi.

[A Century of Literature by American Women \(LITR235\)](#): The Master Course Outline has been updated:

- I. Course Number and Title: LITR235 A Century of Literature by American Women
- II. Number of Credits: 3 credits
- III. Number of Instructional Minutes: 2250
- IV. Prerequisites: None
- Corequisites: None

V. Other Pertinent Information

During the first week of class, the instructor provides students with a weekly suggested reading schedule for the semester.

This course meets the General Education requirement in Arts/Humanities.

This course meets the General Education requirement in Critical Thinking.

This course meets the General Education requirement in Diversity.

VI. Catalog Course Description

This course features novels, short stories, poems, and plays by women writers in America from the late 19th century to the present. Students examine the portrayal of women's lives and changing roles, the expression of multi-cultural developments, and major movements in American literature alongside new perspectives created by women's voices.

VII. Required Course Content and Direction

1. Course Learning Goals

Students will

1. analyze literature with attention to themes, literary strategies and issues as are relevant to the works being studied [Critical Thinking & Arts/Humanities];
2. express their understanding of the relationship between literature and the historical/cultural contexts in which it was written [Arts/Humanities];
3. analyze the historical and social conditions of women, and of gender roles, as exemplified and reflected in literature by women during the past century [Diversity];
4. recognize the way women writers revise, reflect upon, and resist stereotypes of women in literature;
5. identify the connection between the works of women writers and the various literary movements in America; and
6. recognize the various perspectives explored in multi-cultural literature by American women [Diversity].

2. Planned Sequence of Topics and/or Learning Activities

This course focuses on novels, short stories, plays, and poetry by American women writers. Starting with the time of the first wave of the Women's Movement in the late 19th century, the course moves through the turn of the century, the Wars and the Depression era, the Harlem and Southern Renaissance, and the racial and feminist movements of the 60s' and 70s' and conclude with the multi-cultural awareness of the present. By examining the diverse and powerful voices of American women writers, various themes emerge: women's roles in society, male/female relationships, the domestic versus the public sphere, the immigrant experience, and the experience and impact of racial differences.

In addition:

1. Students enter the course both with and without training in verbal analysis of literature; therefore, a subsidiary set of objectives dealing with literary analysis may be imported as individual student needs dictate.

2. Reading remains the basic learning method available to students although various means of instruction are employed: lectures, group discussion, mock trials, role playing, individual or group presentations to the class, team teaching, library research, etc.
3. Through reading, writing, discussion, and various class activities, students identify, explain, and analyze the following: formal elements of the literature, particularly images, image patterns, narrative strategies, diction, and structural divisions of the work; themes and thematic patterns; literary periods, movements, and terms as appropriate to the literature.
4. The writing requirement complies with Department standards for literature courses, a minimum of 2,500 words. Writing assignments reflect the course goals that students can comprehend, interpret, analyze, synthesize, and evaluate the literature.
5. Because there are no prerequisites for literature courses, it is important that students understand the kind and quality of the writing expected.
6. Students use various critical approaches as ways of assigning the meanings in the work; these include but are not limited to the major critical schools--humanistic, ethical, socio-cultural, historical (both the history of events and the history of ideas), psychological, mythical, and formal.

3. Assessment Methods for Course Learning Goals

To evaluate all learning goals and objectives, instructors may determine the depth and quality of student comprehension and critical thinking through several analytical essays (2500 words total required), exams, quizzes, journals, oral or multi-media presentations, class discussions, conferences with individual students, service-learning projects, and other methods as necessary to course content.

4. Reference, Resource, or Learning Materials to be used by Student:

An anthology of selected works of American women writers, which may include novels, short stories, drama, poems, essays, letters, journals, religious tracts, and other writing, is assigned. This may be supplemented by additional readings.
See individual course syllabi.

[Retail Management \(MKTG135\)](#): This course has been deactivated.

[Retailing Merchandising \(MKTG140\)](#): This course has been deactivated.

[Preparatory Lessons \(MUSL100\)](#): The Master Course Outline has been updated in this section: "IV. Prerequisites: None."

[Secondary Lessons \(MUSL101\)](#): The Master Course Outline has been updated in this section: "IV. Prerequisites: None."

[Performance Class \(MUSL110\)](#): The Master Course Outline has been updated in this section: "IV. Prerequisites: None. Corequisites: None."

[Principal Lesson I \(MUSL111\)](#): The Master Course Outline has been updated in these sections:

IV. Prerequisites: None. Corequisites: Music Majors must register concurrently for MUSL110 Performance Class

V. Other Pertinent Information.

Non-Music and Music majors: Students meet with an instructor for a weekly 50-minute lesson and a 50-minute Performance Class. There is a music lesson fee for this course.

Music majors: Acceptance into MUSL111 requires that students successfully perform and pass an

audition before a Music faculty panel to demonstrate their competence in representative repertoire and technique that is commensurate with applied study at the prescribed collegiate level. Audition requirements vary by instrument and are published online by the Arts and Communication Department.

Students not meeting the minimum mastery level for entrance into the course will not be permitted to register for MUSL111. Instead, they will be required to register for MUSL100 Preparatory Lesson to attain the essential technical competence.

Students must successfully perform a mandatory jury exam before a Music faculty panel at the conclusion of the semester. The jury exam will serve as the sole determinant of whether a student is sufficiently qualified for admission into MUSL112 Principal Lesson II.

Failure to demonstrate the prescribed level of musical competence at the jury exam, as evidenced by either inadequate performance of the required material or nonattendance of the jury exam itself, will constitute summary failure of the course, and a student so affected will be denied registration in the succeeding course level. Under such circumstances to continue in the MUSL111-series course sequence, the student must register for MUSL100 Preparatory Lesson and subsequently pass the associated jury examination. Satisfactory performance at this jury exam will qualify the student for registration in MUSL112 Principal Lesson II.

VI. Catalog Course Description

Students receive private applied instruction on the student's principal instrument. Students develop technical competency, learn representative musical repertoire, and advance performance skills in their chosen area of emphasis.

[Principal Lesson II \(MUSL112\)](#): The Master Course Outline has been updated in these sections:

IV. Prerequisites: None. Corequisites: Music Majors must register concurrently for MUSL110 Performance Class

V. Other Pertinent Information

Non-Music and Music majors: Students meet with an instructor for a weekly 50-minute lesson and a 50-minute Performance Class. There is a music lesson fee for this course.

Music majors: Acceptance into MUSL112 requires that students successfully perform and pass an audition before a Music faculty panel to demonstrate their competence in representative repertoire and technique that is commensurate with applied study at the prescribed collegiate level. Audition requirements vary by instrument and are published online by the Arts and Communication Department.

Students not meeting the minimum mastery level for entrance into the course will not be permitted to register for MUSL112. Instead, they will be required to register for MUSL100 Preparatory Lesson to attain the essential technical competence.

Students must successfully perform a mandatory jury exam before a Music faculty panel at the conclusion of the semester. The jury exam will serve as the sole determinant of whether a student is sufficiently qualified for admission into MUSL211 Principal Lesson II.

Failure to demonstrate the prescribed level of musical competence at the jury exam, as evidenced by either inadequate performance of the required material or nonattendance of the jury exam itself, will constitute summary failure of the course, and a student so affected will be denied registration in the succeeding course level. Under such circumstances to continue in the MUSL112-series course sequence, the student must register for MUSL100 Preparatory Lesson and subsequently pass the associated jury examination. Satisfactory performance at this jury exam will qualify the student for registration in MUSL211 Principal Lesson III.

VI. Catalog Course Description

Students receive private applied instruction on the student's principal instrument. Students develop technical competency, learn representative musical repertoire, and advance performance skills in their chosen area of emphasis.

[Principal Lesson III \(MUSL211\)](#): The Master Course Outline has been updated in these sections:

IV. Prerequisites: None. Corequisites: Music Majors must register concurrently for MUSL110 Performance Class

V. Other Pertinent Information

Non-Music and Music majors: Students meet with an instructor for a weekly 50-minute lesson and a 50-minute Performance Class. There is a music lesson fee for this course.

Music majors: Acceptance into MUSL211 requires that students successfully perform and pass an audition before a Music faculty panel to demonstrate their competence in representative repertoire and technique that is commensurate with applied study at the prescribed collegiate level. Audition requirements vary by instrument and are published online by the Arts and Communication Department.

Students not meeting the minimum mastery level for entrance into the course will not be permitted to register for MUSL211. Instead, they will be required to register for MUSL100 Preparatory Lesson to attain the essential technical competence.

Students must successfully perform a mandatory jury exam before a Music faculty panel at the conclusion of the semester. The jury exam will serve as the sole determinant of whether a student is sufficiently qualified for admission into MUSL212 Principal Lesson IV.

Failure to demonstrate the prescribed level of musical competence at the jury exam, as evidenced by either inadequate performance of the required material or nonattendance of the jury exam itself, will constitute summary failure of the course, and a student so affected will be denied registration in the succeeding course level. Under such circumstances to continue in the MUSL112-series course sequence, the student must register for MUSL100 Preparatory Lesson and subsequently pass the associated jury examination. Satisfactory performance at this jury exam will qualify the student for registration in MUSL211 Principal Lesson III.

VI. Catalog Course Description

Students receive private applied instruction on the student's principal instrument. Students develop technical competency, learn representative musical repertoire, and advance performance skills in their chosen area of emphasis.

[Principal Lesson IV \(MUSL212\)](#): The Master Course Outline has been updated in these sections:

IV. Prerequisites: None. Corequisites: Music Majors must register concurrently for MUSL110 Performance Class

V. Other Pertinent Information

Non-Music and Music majors: Students meet with an instructor for a weekly 50-minute lesson and a 50-minute Performance Class. There is a music lesson fee for this course.

Music majors: Successful completion of MUSL212 requires that students successfully perform and pass an audition examination before a Music faculty panel to demonstrate their competence in representative repertoire and technique that is commensurate with applied study at the prescribed collegiate level. Audition requirements vary by instrument and are published online by the Arts and Communication Department.

Students must successfully perform and pass a mandatory jury exam before a Music faculty panel at the conclusion of the semester.

Failure to demonstrate the prescribed level of musical competence at the jury exam, as evidenced by either inadequate performance of the required material or nonattendance of the jury exam itself, will constitute summary failure of the course, and a student so affected will be denied registration in the succeeding course level. Under such circumstances to continue in the MUSL111-series course sequence, the student must register for MUSL100 Preparatory Lesson and subsequently pass the associated jury examination.

VI. Catalog Course Description

Students receive private applied instruction on the student's principal instrument. Students develop technical competency, learn representative musical repertoire, and advance performance skills in their chosen area of emphasis.