



CATALOG ADDENDUM: APRIL 2021

Below are listed additions and corrections to the 2020-21 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: MAJOR AND CERTIFICATE PROGRAMS

Majors and Certificate Programs: Descriptions

[Health Science \(Curriculum Code No. 1108\)](#): The program's Assessment Master Plan has been updated with the following changes:

- I. First Program of Study Learning Outcome: This goal was replaced with the following two goals:
 - 1) Spell medical terms associated with each of the major body systems
 - 2) Pronounce medical terms associated with each of the major body systems
- II. General Educational Technological Competence Learning Outcome: This goal was replaced with : “Identify valid and reliable sources of health information and evaluate research studies to apply concepts to one's own life and/or career.”

[Web and Multimedia Designer \(Curriculum Code No. 3147\)](#): The program's learning goals have been updated to:

Graduates of this program are able to

- use software tools and visual design concepts to create assets for web pages and sites;
- apply screen design, and user interface development techniques appropriate to web sites and multimedia applications; and
- use scripting and tagging languages appropriate for web page and application construction.

SECTION 3: COURSE DESCRIPTIONS

[Intermediate Japanese I \(JPNS201\)](#): The JPNS201 course description has been updated to:

Department of Language and Literature

- I. Course Number and Titles

JPNS201 Intermediate Japanese I

II. Number of credits: 3 credits

III. Minimum Number of Instructional Per Semester:

2250

IV. Prerequisites: JPNS102 (C or better) or equivalent or permission of the Department of Language & Literature

V. Other Pertinent Information:

Students are expected to spend between six and nine hours per week outside of class in activities, such as learning vocabulary, reading, completing written exercises, working on pronunciation, preparing oral presentations, and working with the multimedia files that accompany the text.

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

This course meets the General Education requirement in Diversity.

VI. Catalog Course Description:

In this continuation of study from JPN102, students further develop their comprehensive listening, speaking, reading, and writing skills, with emphasis on Kanji (Chinese characters). A deeper understanding of historical and cultural background is included.

VII. Required Course Content and Direction

A. Course Learning Goals

Students will:

1. acquire and demonstrate increasing competence in the four language skills: speaking, listening, reading, and writing [Arts/Humanities];
2. recognize and respond appropriately with increasing detail to the most common spoken situations;
3. demonstrate ability to write basic sentences with some added detail in Japanese; and
4. explain an increasing number of aspects of life in Japan [Diversity].

B. Planned Sequence of Topics and/or Learning Activities

Grammatical Topics:

Verbs for aspiration

Predicate verbs and *tari tarisuru* in-between 2 sentences

Perfective verbs *kotogaaru*

Noun phrase conjugation *ya*

Nominal particle plus *(na)ndesu*

Verbs and adjectives to express something is beyond proper

Perfective verb *hougai*

Adverbial clause with *node*

Expressing obligation with adverbial *nakerebaikemasen/nakyaikemasen*

Volitional forms

Potential Verbs

Adverbial clause joined by *kara* plus casual conjugation

Adjectives for seemingly

Verbs combined with other verbs in the conjugation form adverbial *nara* as a situational condition

Specific time particle *ni* with frequency

Construction of causation

Potential verbs and sentences

Giving and receiving verbs

Situational adverbial clauses joined by *tara*-form

Overriding particles *mo* and *shika*

Volitional forms

Conjunctive form and other verbs

Qualifier sentences

Vocabulary and Social Contexts:

Occupations

In the Japanese class

Health and illness

At the bank

Counters

At the hotel

Cultural Contexts:

New Year's

The Japanese climate

Names of years

Annual events in Japan

Japanese accommodations

C. Assessment Methods for Core Learning Goals:

1. quizzes and tests;
2. written assignments, such as short compositions and grammatical exercises;
3. listening comprehension exercises; and
4. speaking tasks, which may include oral interviews, conversations, and/or presentations that assess proficiency levels.

Quizzes and tests taken in class include the cultural topics presented in the course. Students articulate similarities and differences in the various cultures of the world and demonstrate familiarity with the skills necessary to make informed judgments.

D. Reference, Resource, or Learning Materials to be used by student:

Instructors employ textbook, workbook, multimedia resources, and Internet resources of first-year and second-year proficiency-based Japanese program. See course syllabus.

Intermediate Japanese II (JPNS202): The JPNS202 course description has been updated to:

Department of Language and Literature

I. Course Number and Titles

JPNS202 Intermediate Japanese II

II. Number of credits: 3 credits

III. Minimum Number of Instructional Per Semester:

2250

IV. Prerequisites: JPNS 201 (C or better) or equivalent or permission of the Department of Language & Literature

V. Other Pertinent Information:

Students are expected to spend between six and nine hours per week outside of class in activities, such as learning vocabulary, reading, completing written exercises, working on pronunciation, preparing oral presentations, and working with the multimedia files that accompany the text.

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

This course meets the General Education requirement in Diversity.

VI. Catalog Course Description:

In this continuation of JPNS201, students further develop their comprehensive listening, speaking, reading, and writing skills, with emphasis on more complex Kanji (Chinese characters). Emphasis continues to be placed on knowledge and appreciation of the historical and cultural background of Japan.

VII. Required Course Content and Direction

A. Course Learning Goals

Students will:

1. acquire and demonstrate increasing competence in the four language skills: speaking, listening, reading, and writing [Arts/Humanities];
2. recognize and respond appropriately with increasing detail to the most common spoken situations;
3. demonstrate ability to write basic sentences with some added detail in Japanese; and
4. explain an increasing number of aspects of life in Japan [Diversity].

B. Planned Sequence of Topics and/or Learning Activities

Grammatical Topics:

Te-form verbs with giving and receiving verbs

Politeness levels of requests and commands

Express speaker's wish for certain situations

Temporal adverbial clauses joined by *toki*

Te-form verbs for expressing apology

Complex predicates with *soudesu*

Shortened version of complex predicates *tte*

Situational adverbial clauses joined by *tara*-form for verbs, adjectives and nouns

Negative adverbial *nakutemoiidesu* to express permission

Complex adjectival nouns with *mitai*

Adverbial clause joined by before/after

Transitive verbs

Unexpected results of verbs and adjectives

Situational adverbial clauses joined by *to* (Natural/Habitual consequences)

Two simultaneous events *nagara*

Ba formations of verbs for regret

Honorific verbs

Giving respectful advice with preceding verbs

Adjective and verb pairs to describe emotions

Express gratitude using *te*-form verbs

Complex predicates with *hazu*

Extra-modest expressions

Humble forms

Embedded clauses

Quotative particle *to* plus verb *iu* for statement

Complex Adjective stems with *yasui/nikui*

Vocabulary and Social Contexts:

At the barber/beauty salon

Cultural Contexts:

Gift giving in Japan

Japanese gestures

Sushi

Visiting someone's house

Japanese pop culture

C. Assessment Methods for Core Learning Goals:

1. quizzes and tests;
2. written assignments, such as short compositions and grammatical exercises;
3. listening comprehension exercises; and
4. speaking tasks, which may include oral interviews, conversations, and/or presentations that assess proficiency levels.

Quizzes and tests taken in class include the cultural topics presented in the course. Students articulate similarities and differences in the various cultures of the world and demonstrate familiarity with the skills necessary to make informed judgments.

D. Reference, Resource, or Learning Materials to be used by student:

Instructors employ textbook, workbook, multimedia resources, and Internet resources of second-year proficiency-based Japanese program. See course syllabus.

[Phlebotomy Externship \(MEDA287\)](#): The MEDA287 course description has been updated in section V: Other Pertinent Information to: "MEDA 287, the clinical externship, is scheduled Monday through Friday during the day. There are no weekend or evening clinical site hours. Students must complete a total of 120 hours, with a minimum three-day a week availability recommended. Prior to Externship placement, students must submit (at their own expense):

- Requests for federal and state background checks;
- Child Abuse History Clearance Form;
- Certification of Health Status;
- Certification in CPR: Health Care Provider;
- A mandatory 10-panel expanded opiates drug screen to be completed no sooner than 30 days before the start of the externship."

[Music Fundamentals \(MUSC100\)](#): The course description has been updated with the following changes:

- The following statement should be added to section V. Other Pertinent Information: "This course meets the General Education requirement for Arts/Humanities."
- The designation [Arts/Humanities] should be added to the end of Learning Goal #1: Students will be able to define, interpret, and construct musical notation with regard to

concepts of pitch, duration, dynamics, melody, harmony, and fundamental theoretical structures (such as scales, intervals, triads, key signatures, time signatures, enharmonic equivalents, etc.) [Arts/Humanities].

[World Music \(MUSC103\)](#): The course description has been updated with the following changes:

- The following statement should be added to section V. Other Pertinent Information: “This course meets the General Education requirement for Arts/Humanities.”
- The designation [Arts/Humanities] should be added to the end of Learning Goal #3: Identify the functions that individuals and groups in various social contexts have played in the creation and performance of music from around the world [Arts/Humanities].

[American Pop Culture: History of Rock \(MUSC107\)](#): The course description has been updated with the following changes:

- The following statement should be added to section V. Other Pertinent Information: “This course meets the General Education requirement for Arts/Humanities.”
- The designation [Arts/Humanities] should be added to the end of Learning Goal #2: Recognize how rock-n-roll relates to both the social and political context of the times [Arts/Humanities].

[American Pop Culture: History of Rock \(HIST239\)](#): The course description has been updated with the following changes:

- The following statement should be added to section V. Other Pertinent Information: “This course meets the General Education requirement for Arts/Humanities.”
- The designation [Arts/Humanities] should be added to the end of Learning Goal #2: Recognize how rock-n-roll relates to both the social and political context of the times [Arts/Humanities].