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SAMOAN

SAM 50 Basic Conversational Samoan (3) (Inactive)

3 hours lecture per week

SAM 50 is an introduction to basic conversational Samoan incorporating useful everyday expressions. Practical vocational vocabulary will also be introduced. Samoan culture will be integrated into the study of the language.

Upon successful completion of SAM 50, the student should be able to:

- Recognize 35 Samoanized English words.
- Reproduce orally 15 everyday greetings.
- Demonstrate orally the counting system of numbers in Samoan.
- Name 6 basic colors in Samoan.
- List of months, weeks, and days in Samoan.
- Recognize Samoan food in a store and be able to name them.
- Demonstrate how to accurately ask for geographical directions.
- Identify 20 parts of the human body in Samoan.
- Tell time and correctly ask for the time in Samoan.
- Recognize Samoan non-verbal communication using head, eyebrows, fingers, and shoulders.

SAM 101 Elementary Samoan I (4) KCC AA/HSL (Inactive)

3 hours lecture, 2 hours lab per week

SAM 101 focuses on the development of listening, speaking, reading, and writing skills in Samoan. The structure of the language will be taught inductively. Samoan history and culture will be integrated into the study of the language.

Upon successful completion of SAM 101, the student should be able to:

- Recognize and represent in speech and writing the basic phonological, morphological, and syntactical features of Samoan.
- Acquire a basic vocabulary consisting of approximately 350 words and expressions dealing with commonly encountered objects, situations, and ideas.
- Understand and participate in conversations that use the basic vocabulary.
- Read Samoan texts that use the basic vocabulary.
- Write properly formed sentences and brief compositions in Samoan, using the basic vocabulary and proper orthography.
- Appreciate and use idiomatic nuances and bodily gestures common to native speakers of Samoan.
- Understand the special significance of words in songs, proverbs, and ceremonial speech.

SAM 102 Elementary Samoan II (4) KCC AA/ HSL (Inactive)

3 hours lecture, 2 hours lab per week

Prerequisite(s): SAM 101 or consent of instructor.

SAM 102 focuses on the development of listening, speaking, and reading skills in polite Samoan. Oratorical Samoan will be introduced relative to cultural settings. Samoan culture will be integrated into the study of oratorical Samoan.

Upon successful completion of SAM 102, the student should be able to:

- Recognize the basic difference between regular Samoan and oratorical Samoan.
- Recognize and use a basic vocabulary consisting of approximately 300 words and expressions in oratorical Samoan.
- Recognize oratorical speech in different settings.
- Understand a short passage written in polite style, using polite vocabulary.
- Write properly formed sentences and brief compositions in polite Samoan, using the basic vocabulary and proper orthography.
- Understand the spelling differences between written and spoken, formal and informal Samoan.

SAM 201 Intermediate Samoan I (4) KCC AA/HSL (Inactive)

3 hours lecture, 2 hours lab per week

Prerequisite(s): SAM 102 or consent of instructor.

SAM 201 is an introduction to polite Samoan using basic colloquial Samoan. Development of transitional skills to interpret and translate from colloquial Samoan to polite Samoan through listening, speaking and writing. Historical content of the culture in these two levels of Samoan will be integrated in the study of the language.

Upon successful completion of SAM 201, the student should be able to:

- Recognize and represent in speech and writing the basic phonological, morphological, and syntactical features of Samoan.
- Demonstrate a basic vocabulary consisting of approximately 250 words and expressions in formal Samoan (Gagana Fa'aaloalo).
- Understand basic formal Samoan.
- Read Samoan texts that use the basic formal vocabulary.

- Write properly formed sentences and brief compositions in Samoan, using the formal vocabulary and proper orthography.
- Write letters and diaries more proficiently in formal Samoan.
- Appreciate and use idiomatic nuances and bodily gestures common to native speakers of Samoan.
- Understand the special significance of proverbs (Alagaupu) used in ceremonial speech (lauga).
- Have a deeper understanding and appreciation of the Samoan language and culture.

SAM 202 Intermediate Samoan II (4) KCC AA/HSL (Inactive)

3 hours lecture, 2 hours lab per week

Prerequisite(s): SAM 201 or consent of instructor.

SAM 202 is a continuation of SAM 201. Further development of listening and speaking skills in polite Samoan, integrating formal and informal Samoan. Samoan history and culture will also be covered.

Upon successful completion of SAM 202, the student should be able to:

- Recognize and represent in speech and writing more complex phonological, morphological, and syntactical features of Samoan.
- Demonstrate a basic vocabulary consisting of approximately 350 words and expressions in formal Samoan (Gagana Fa'aaloalo).
- Understand and use basic formal Samoan in paired conversations.
- Read more complex Samoan texts that use the basic formal vocabulary.
- Write properly formed sentences and brief compositions in Samoan, using formal vocabulary and proper orthography.
- Appreciate and use idiomatic expressions and bodily gestures common to native speakers of Samoan.
- Understand the special significance of complex proverbs used in ceremonial speech.

- Understand dialectical differences between American Samoa and Western Samoa.
- Have a deeper understanding of and appreciation for the Samoan language and culture.

SCI 124 introduces students to human ecology in the past, present and the future. SCI 124 includes an analysis of the relationships between science and technology and the means these provide for manipulation of the environment and human populations.

SCIENCE

SCI 21 Environmental Sciences (3) (Inactive)

3 hours lecture per week

SCI 21 is an introduction to environmental sciences. A course designed to give the student a basic integrated understanding of the environment and planet. Topics are chosen from the scientific disciplines of biology, geology, meteorology, chemistry, physics, oceanography and human population dynamics. The course is specifically designed for non-liberal arts majors.

Upon successful completion of SCI 21, the student should be able to:

- Demonstrate knowledge of the basic principles of chemistry and physics.
- Demonstrate knowledge of the basic principles of ecosystem function and structure.
- Demonstrate a basic knowledge of evolution and genetics.
- Demonstrate knowledge and concern with the environment problems of pollution, energy, resources and depletion, and overpopulation.
- Demonstrate basic knowledge of the impact of technology on man and the environment.
- Analyze critically and formulate positions on selected issues.

SCI 124 Man, Technology and Ecology (3) (Inactive) KCC AA/DB and KCC AS/NS

3 hours lecture per week

Recommended Preparation: CHEM 100 or higher level chemistry course.

Upon successful completion of SCI 124, the student should be able to:

- Demonstrate knowledge of the basic principles of ecosystem structure and function.
- Demonstrate the knowledge of the effects of technology on the environment and its impact on human lifestyle.
- Critically analyze and evaluate the values and limitations of technological progress.
- Demonstrate knowledge of and concern for global ecological problems of overpopulation, pollution, resource depletion, and energy.

SCI 124L Man, Technology and Ecology Laboratory (1) KCC AA/DY

3 hours lab per week

Prerequisite(s): Credit or concurrent enrollment in SCI 124.

Recommended Preparation: CHEM 100 or higher level chemistry course.

SCI 124L incorporates laboratory experiments and projects that illustrate topics on human ecology, energy utilization, and natural resource management.

Upon successful completion of SCI 124L, the student should be able to:

- Demonstrate the ability of critical thinking and logical reasoning through the use of scientific methods, research procedures and discussion groups.
- Develop laboratory skills and techniques, including skill in writing laboratory reports.
- Demonstrate responsibility and respect for one another.

SOCIAL SCIENCE

SSCI 21 Introduction to the Social Sciences I (3)

3 hours lecture per week

SSCI 21 is an exploration of contemporary social problems and issues as articulated by the various social sciences, emphasizing political science, sociology, economics and psychology.

Upon successful completion of SSCI 21, the student should be able to:

- Enhance the student's appreciation of the social sciences.
- Review the fundamental concepts of the social sciences; to use these to come to terms with contemporary social problems.
- Stimulate the student to analyze, rather than simplistically criticize, the socio-political world about the student.
- Enhance the student's ability to clarify one's own values regarding various social issues and phenomena.
- Guide the student toward an understanding of social, economic, and political forces affecting one's life opportunities.
- Encourage the student to explore psychological determinants of one's behavior and the emotional origins of one's meanings.

SSCI 200 Social Science Research Methods (3)

KCC AA/DS

3 hours lecture per week

Prerequisite(s): Credit or concurrent enrollment in ENG 100;

credit or concurrent enrollment in MATH 24 or MATH 100 or higher level math or PHIL 110; credit or concurrent enrollment in 100 or 200 level social science course.

SSCI 200 focuses on the various ways social scientists carry out research. Introduces research design methods, decision making with statistics, and the use of computers to assist with statistical analysis.

Upon successful completion of SSCI 200, the student should be able to:

- Apply critical thinking skills to solve research problems.
- Demonstrate the basic skills required to perform social science research in an applied field.
- Demonstrate the techniques to perform elementary statistical analyses of data with computer assistance.

SSCI 260 Social Science of Food and Nutrition (3) KCC AA/DS and KCC AS/SS

3 hours lecture per week

Prerequisite(s): Qualification for ENG 100.

SSCI 260 provides a multidisciplinary introduction to the understanding of food and nutrition from broad social science perspectives with emphasis on global and historical contexts. The course integrates various social science perspectives as appropriate to examine sociocultural, political, geographic, economic, and psychological factors that influence social food habits as well as cultural patterns and variations in the production, consumption, and regulation of food. The course will explore food and nutrition in relation to central social science themes such as power, culture and ethnicity, class, identity, gender, sexuality, age, and food in relation to health and nutrition discourse.

Upon successful completion of SSCI 260, the student should be able to:

- Explain fundamental concepts, approaches, and contributions of social science disciplines to the study of food and nutrition.
- Apply theory and social science inquiry processes to the analysis of how food habits, nutrition discourse, and consumption patterns are influenced by social factors such as age, gender, class, ethnicity, as well as global economic and political practices and interests.
- Evaluate significant historical and contemporary technological, political, and economic developments, their impact on

food production and consumption patterns and implications on health, nutrition, environment, labor practices, and hunger in a global context.

- Compare and contrast cultural and economic forces with food and nutritional discourse in the creation of self identity, the ideal body, and the stigmatization of obesity.
- Identify strategies used by the food and nutrition industry to influence public opinion and consumption patterns as well as public policy on nutrition and food regulation.
- Express and communicate ideas and opinions clearly in writing.

SOCIAL SCIENCES

SOCS 225 Statistical Analysis for Social Sciences (3) KCC AA/DS

3 hours lecture per week

Prerequisite(s): Qualification for ENG 100; qualification for MATH 100 or higher level mathematics; PSY 100 with a grade of "C" or higher; SOC 100 with a grade of "C" or higher; ANTH 150 with a grade of "C" or higher; ECON 130 with a grade of "C" or higher; POLS 110 with a grade of "C" or higher; GEOG 102 with a grade of "C" or higher; GEOG 151 with a grade of "C" or higher; JOUR 150 with a grade of "C" or higher; or other introductory 100-level social science courses with a grade of "C" or higher; or consent of the instructor.

SOCS 225 uses statistical reasoning in the analysis of social science data. Topics covered include descriptive statistics, probability, parameter estimation, hypothesis testing, tests for independent and dependent measures, analysis of variance, correlation and regression, and nonparametric statistical tests. Computer-aided instruction.

Upon successful completion of SOCS 225, the student should be able to:

- Articulate and interpret various descriptive statistics.

- Draw and interpret various graphs, such as frequency histograms, bar graphs, and cumulative relative frequency histograms.
- Solve probability problems involving the concepts of independent events, mutually exclusive events and conditional probability.
- Calculate probabilities involving normal random variables.
- Determine and interpret (for large samples) confidence interval estimates of population means and proportions.
- For a variety of research designs, state the null and alternative hypotheses and select alpha.
- For a variety of research designs, select the appropriate test statistic and analyze the data accordingly.
- Estimate the statistical power for a variety of research designs and evaluate its acceptability.
- Carry out computer-based data analyses using the following techniques: t test for two independent groups, t test for correlated samples, one-way between-groups analysis of variance (ANOVA), multiple comparisons, factorial between groups ANOVA, one-way within-groups ANOVA and mixed designs, correlation, linear regression, and nonparametric tests.
- Interpret advanced statistical procedures described in research articles.

SOCIOLOGY

SOC 100 Introduction to the Study of Sociology (3) KCC AA/DS and KCC AS/SS

3 hours lecture per week

Prerequisite(s): Qualification for ENG 100; qualification for MATH 24.

SOC 100 is an introduction to the scientific discipline of sociology. It will focus on key concepts, main theoretical perspectives, and research findings used by sociologists to explain the social world and social interaction. The course examines the fundamental

components and institutions that make up the structure of human societies as well as the basic processes and direction of social change.

Upon successful completion of SOC 100, the student should be able to:

- Identify the basic social institutions of a society in terms of structure, function, change, and interrelationships.
- Evaluate arguments and ideas about human social behavior in relation to sociological theories.
- Apply sociological theories and explanations to contemporary social processes and events.
- Describe the societal roots of social processes and social problems and how societal and cultural processes affect individuals' behavior and thinking patterns.
- Identify one's own values and behavior in relation to larger social forces.
- Evaluate the process, assumptions, strengths, and limitations of the scientific method.
- Critically evaluate social research data.
- Express and communicate ideas and opinions clearly in writing.
- Apply a global perspective when examining social processes and events.

SOC 214 Introduction to Race & Ethnic Relations (3) KCC AA/DS and KCC AS/SS

3 hours lecture per week

Prerequisite(s): Qualification for ENG 100; qualification for MATH 24.

Recommended Preparation: SOC 100.

SOC 214 focuses on race and ethnic relations in world perspective; social, economic and political problems associated with perception, existence, and accommodation of varying racial and ethnic groups within the wider society.

Upon successful completion of SOC 214, the student should be able to:

- Identify the major ways in which "race" has been defined throughout human history.
- Identify "races" and "ethnic groups".

- Compare and contrast varying racial and ethnic groups that make up the population of the American society and discuss the diversity in backgrounds.
- Describe the basic social processes that affect societies and individual behavior.
- Give examples of the relationship of individuals and the social and cultural environment.
- Evaluate predictions concerning the size and composition of the minority populations being studied for the future.
- Describe how prejudice and discrimination may be related, or unrelated, to each other.
- Identify the components of assimilation, including the less tangible aspects such as values, sentiments, and attitudes.
- State ideas and opinions clearly in writing.
- Define and give examples of each of the major patterns of intergroup relations, assimilation, pluralism, subjugation, segregation, expulsion, and annihilation.
- Describe the theoretical perspectives that relate to the study of race and ethnic relations.
- Apply a global perspective when examining race and ethnic relations.

SOC 218 Introduction to Social Problems (3) KCC AA/DS and KCC AS/SS

3 hours lecture per week

Prerequisite(s): Qualification for ENG 100; qualification for MATH 24.

Recommended Preparation: SOC 100.

SOC 218 focuses on theoretical and substantive survey of the nature and causes of social problems; selected problems will vary from semester to semester.

Upon successful completion of SOC 218, the student should be able to:

- Apply critical thinking skills to evaluate social problems.
- Evaluate proposed solutions to social problems.
- Define sets of circumstances which become problematic for large segments of the population.

- Identify attitudinal changes toward social problems.
- Give examples of an objective approach to the observation and analysis of social problems in society.
- Demonstrate a global perspective when examining social problems, issues and concerns.
- Describe the theoretical perspectives that relate to the study of social problems.
- Evaluate and explain thoughts, feelings and ideas relevant to selected social issues.

**SOC 231 Introduction to Juvenile Delinquency (3)
KCC AA/DS and KCC AS/SS**

3 hours lecture per week

*Prerequisite(s): Qualification for ENG 100;
qualification for MATH 24.*

Recommended Preparation: SOC 100.

SOC 231 covers the sociological analysis of the social realities of juvenile delinquency in contemporary societies, its nature, prevalence, etiology, treatment and future.

Upon successful completion of SOC 231, the student should be able to:

- Define juvenile delinquency, in particular, socio-legal and statistical characterizations of that form of youthful deviance.
- Explain the underlying, finite and multiple causes of juvenile delinquency which refer in particular to the sociogenic, psychogenic, and biogenic etiologies popularly offered in the sociological study of juvenile delinquency.
- Give examples of official and unofficial reactions to youthful offenders, especially in light of victim and offender characteristics, Juvenile Justice System policies and operations, and community sensitivity to and reporting of the problem (victimization surveys) of delinquency.
- Explain the Juvenile Justice System: its background, functions, interrelations, structure, and its evaluation in the prevention of juvenile delinquency.

- Give examples of the family as a malfunctioning institution and as a preventive institution.
- Give examples of the school as a dysfunctional institution and as another preventive institution.
- Identify the career stages in the development of a juvenile delinquent.
- Identify the types of delinquents in terms of their being official and quasidelinquents.
- Give examples of the nature of delinquent gangs; their structure, functions, dynamics, and etiology.
- Describe the hidden delinquency patterns of American youths.
- Explain the class and sex variations of juvenile delinquents, especially in light of racism and sexism in the Juvenile Justice System.
- Evaluate the varied sociological research methodologies and panel presentations.

**SOC 251 Introduction to Sociology of the Family
(3) KCC AA/DS and KCC AS/SS**

3 hours lecture per week

*Prerequisite(s): Qualification for ENG 100;
qualification for MATH 24.*

Recommended Preparation: SOC 100.

SOC 251 examines family patterns, mate selection, parent-child interaction, socialization of roles, legal sanctions, and trends in organization and functions. The theoretical and empirical bases are related to the students' experiences and observations.

Upon successful completion of SOC 251, the student should be able to:

- Employ the sociological perspective and research methods in studying marriage and family.
- Recognize the basic sociological theories and concepts that have been employed in the study of marriage and family.
- Examine the origins of such basic institutions including their life cycles.
- Identify diverse and universal forms of marriage and family and their impact on American societies.

- Identify the major societal changes affecting marriage and family and their resultant institutional consequences.
- Demonstrate awareness of family dysfunction and its impact on society.
- Recognize the family's role in modern society, and speculate about the future of marriage and family as global institutions.

SOC 257 Sociology of Aging (3) KCC AA/DS and KCC AS/SS

3 lecture hours per week

Prerequisite(s): Qualification for ENG 100; qualification for MATH 24.

Recommended Preparation: SOC 100.

SOC 257 is an overview of the significant sociological perspectives, social issues and empirical social science research pertaining to the phenomenon of aging in society.

Upon successful completion of SOC 257, the student should be able to:

- Give examples that aging is a biological, psychological and social process.
- Develop an objective approach to the observation and analysis of aging in a modern society.
- Analyze the demographics of an aging society.
- Evaluate and interpret social attitudes, values, and practices with respect to aging and appreciate how those may influence their life.
- Identify the changes in American society and related changes in aging patterns.
- Identify attitudinal changes that accompany aging.
- Give examples of the global perspectives, problems, and concerns in aging societies.

SPANISH

SPAN 101 Elementary Spanish I (4) KCC AA/HSL

3 hours lecture, 2 hours lab per week

SPAN 101 is an introduction to the sounds and basic structures of the Spanish language emphasizing the acquisition of speaking, writing, reading, and listening comprehension skills for communicative proficiency, and an appreciation of the essential elements of Hispanic culture in the context of Spanish-speaking countries.

Upon successful completion of SPAN 101, the student should be able to:

- Produce the sounds of Spanish and read words with acceptable pronunciation.
- Reproduce simple patterns of speech based on classroom models with acceptable pronunciation.
- Respond orally to familiar simple conversational models to demonstrate communicative competency at a basic level.
- Read aloud familiar materials with pronunciation comprehensible to a native-speaker.
- Write phrases in Spanish that demonstrate appropriate use of present tense grammatical forms in familiar contexts.
- Demonstrate knowledge of essential geography and basic concepts of Hispanic culture, and contrastive cultural practices in the context of six countries where Spanish is spoken.

SPAN 102 Elementary Spanish II (4) KCC AA/HSL

3 hours lecture, 2 hours lab per week

Prerequisite(s): A grade of "C" or higher in SPAN 101, or satisfactory score on language placement test, or instructor consent.

SPAN 102 is a continuation of SPAN 101 with further development of basic Spanish sentence

structures, vocabulary, reading, oral and written communication skills and an enhanced appreciation of Hispanic culture.

Upon successful completion of SPAN 102, the student should be able to:

- Reproduce patterns of speech based on classroom models with acceptable pronunciation.
- Respond orally in natural conversation to demonstrate communicative competency.
- Read aloud familiar materials with pronunciation comprehensible to a native-speaker.
- Write simple sentences in Spanish that demonstrate appropriate use of grammatical forms in familiar contexts.
- Demonstrate knowledge of basic concepts of Hispanic culture presented in class.

SPAN 201 Intermediate Spanish I (3) KCC AA/HSL

3 hours lecture per week

Prerequisite(s): A grade of "C" or higher in SPAN 102, or satisfactory score on language placement test, or instructor consent.

SPAN 201 is a continuation of SPAN 102. Students will refine basic language skills acquired in Beginning Spanish through reading, conversation, writing, listening, vocabulary development, and grammar review. Communicative practice with peers, instructor, native-speakers, and articulated language lab activities will develop confidence and fluency in written and oral expression. Cultural readings and presentations will enhance knowledge and appreciation of the presence and influence of the Spanish language and Hispanic culture in the world.

Upon successful completion of SPAN 201, the student should be able to:

- Demonstrate through class discussion, conversation, and writing, the ability to read and understand short, nontechnical articles

related to daily life, society, and Hispanic and American cultures.

- Demonstrate through class discussion, conversation, and writing, the integration of the elements of vocabulary and grammatical structures of Spanish necessary to communicate orally and in writing on topics related to daily life, society, and Hispanic and American cultures.
- Communicate orally on topics related to daily life, society, and Hispanic and American cultures with pronunciation comprehensible to a native speaker.
- Demonstrate through class discussion, conversation, and writing, an understanding of the essentials of geography, history, culture, and society of Spain and Latin American countries.

SPAN 202 Intermediate Spanish II (3) KCC AA/HSL

3 hours lecture per week

Prerequisite(s): A grade of "C" or higher in SPAN 201, or satisfactory score on language placement test, or instructor consent.

SPAN 202 is a continuation of SPAN 201. Students will refine basic language skills acquired in Spanish 201 through reading, conversation, writing, listening, vocabulary development, and grammar review of increasing difficulty. Communicative practice with peers, instructor, native-speakers, and articulated language lab activities will develop confidence, control and fluency in written essays and oral expression of ideas about Hispanic culture and society.

Upon successful completion of SPAN 202, the student should be able to:

- Demonstrate, through class discussion, conversation, and writing, the ability to read, understand, and talk about short, cultural articles related to society and Hispanic and American cultures.
- Demonstrate, through class discussion, conversation, and writing one- to two-page

essays about the integration of the elements of vocabulary and grammatical structures of Spanish necessary to communicate on most topics related to society and Hispanic and American cultures.

- Communicate orally on topics related to society, and Hispanic and American cultures with pronunciation comprehensible to a native speaker.
- Demonstrate through class discussion, conversation, and writing, an understanding of the essentials of history, culture and society of Spain and Latin American countries.

SPAN 210 Intensive Reading: Hispanic Culture (3)

3 hours lecture per week

Prerequisite(s): A grade of "C" or higher in SPAN 202, or instructor consent.

SPAN 210 emphasizes intensive reading, writing, and vocabulary development in Spanish at the high intermediate level. The course surveys the language, customs, and culture of Spanish-speaking countries and Hispanic communities in the US, including Hawai'i, with attention to regional similarities and differences, linguistic variation, and contributions to contemporary culture, including music and film. This course is appropriate for native-speakers and heritage-speakers of Spanish, and recommended for students considering a minor certificate or major in Spanish at UH Mānoa.

Upon successful completion of SPAN 210, through intensive reading in Spanish, and vocabulary development, the student should be able to:

- Identify the nationality and significant cultural contributions to art, literature, food, music, and film of Spanish speakers of the Caribbean, Spain, Central America, three regions of South America, and Hispanics living in the United States including Hawai'i.
- Explain how the history and geography of a

particular Spanish-speaking region influenced the culture and cultural contributions from that region.

- Analyze and evaluate the theme and style of representative literary excerpts and how they represent an expression of the culture, and historical/political/social/geographical context of a particular region or people.
- Demonstrate in writing and discussion an understanding of the uniqueness of each cultural group.
- Communicate thoughts, knowledge, ideas, and opinions using Intermediate Level Spanish, orally and in writing, with sufficient skill to be understood by a native-speaker.
- Explain in Spanish, orally and in writing, the basics of some of the important contemporary political issues facing Spanish-speaking societies especially with respect to the United States: e.g. Mexican immigration to the US, the US bombing of Vieques in Puerto Rico, the trade embargo with Cuba, drug wars in the Andean regions, destruction of the rain forest, etc.

SPAN 250 Latin American Literature & Culture (3) KCC AA/DL

3 hours lecture per week

Prerequisite(s): A grade of "C" or higher in SPAN 202 or equivalent or permission of instructor.

SPAN 250 is a study of selected excerpts from works of Latin American literature from the pre-Columbian era to the present, focusing on how the literature represents the history, culture and society of Spanish-speaking Latin American countries and peoples. Taught in Spanish at the high intermediate level, this course is especially recommended for students considering a Spanish certificate or major, heritage speakers, and qualified students who seek back credits in Spanish.

Upon successful completion of SPAN 250, the student should be able to:

- Consider a work of literature as a reflection of its cultural milieu and compare that milieu

with his/her own.

- Analyze and evaluate the theme and style of representative literary excerpts and how they represent an expression of the cultural, historical, social, and geographical contexts of a particular Latin American region or people; especially with respect to Identity, Gender, Social Justice/Human Rights, Globalization, and Environment.
- Describe in writing and discussion the uniqueness and diversity among cultural and national groups of Latin America.
- Describe in writing and discussion the similarities of theme, style, and purpose that characterize Latin American literature.
- Participate in discussions about Latin American literature and culture using appropriate vocabulary, grammar, reading, speaking, and writing skills.
- Communicate thoughts, background knowledge, ideas, and opinions using Intermediate level Spanish, orally and in writing, with sufficient skill to be understood by a native speaker.
- Explain in writing the need for literary evidence to support opinions and ideas regarding a literary work.
- Recognize the universality in human experience, as well as the qualities that make a particular ethnic or cultural group distinct.
- Explain the importance of selected major Latin American authors, from the Pre-Columbian era to the present, as literary figures and representatives of their culture and society.

SPEECH

SP 51 Oral Communication Techniques (3)

3 hours lecture per week

Recommended Preparation: Qualification for ENG 50, ENG 51 or ENG 55.

SP 51 is a course designed to help students develop oral communication skills and techniques needed in business and daily situations.

Upon successful completion of SP 51, the student should be able to:

- Identify the components of the communication process.
- Understand and explain the concept of organizations and communication networks within an organization.
- Demonstrate appropriate verbal and nonverbal behaviors in an interview, small group, and presentational setting.
- Apply skills of effective listening.
- Prepare and conduct an informational and employment interview.
- Understand the role of work groups in an organization.
- Prepare an agenda and conduct a small group meeting.
- Participate effectively in group meetings and discussions.
- Analyze audiences and adapt messages to listeners.
- Identify types of presentations within an organization.
- Prepare and deliver public presentations applying appropriate organization and delivery skills.
- Write clear, specific, and organized interview, small group, and public speech outlines.
- Speak with greater self-confidence in interpersonal, small group, and large group settings.

SP 151 Personal and Public Speech (3) KCC AA/DA and KCC AA/OC*3 hours lecture per week**Recommended Preparation: Qualification for ENG 100, ENG 160 or ESL 100.*

SP 151 focuses on development of oral communication skills vital in career and personal life. Focus is on principles and skills of effective communication in personal interviews, small group discussions, and public speeches.

Upon successful completion of SP 151, the student should be able to:

- Apply principles of effective verbal and nonverbal communication in interpersonal, small group, and public speaking situations.
- Use skills of effective listening.
- Prepare and conduct informational interviews.
- Participate effectively in small group discussions.
- Analyze audiences and adapt messages to listeners.
- Research, organize, outline, and present informative and persuasive speeches.
- Critically evaluate claims and supporting evidence used in arguments.
- Recognize differences between written and spoken messages.
- Speak with greater self-confidence in personal and public situations.
- Write clear and well-organized outlines for interviews, small group presentations, and public speeches.
- Write clear, specific, and well-organized self-evaluation papers.

SP 181 Interpersonal Communication (3) KCC AA/DS and KCC AA/OC*3 hours lecture per week**Recommended Preparation: Qualification for ENG 100, ENG 160, or ESL 100.*

SP 181 explores the theory and practice of communication in informal, person-to-person situations. Topics include perception, verbal and nonverbal communication, listening, assertiveness, and conflict-resolution. Students work individually, in pairs, and in small groups to learn communication concepts. The course emphasis is on building communication skills in personal, social, and professional contexts.

Upon successful completion of SP 181, the student should be able to:

- Describe the complexity of the communication process.
- List important elements of the process of interpersonal perception.
- Communicate with increased confidence in interpersonal situations.
- Describe empathetic listening.
- Avoid manipulative communication strategies.
- Analyze kinds of nonverbal messages.
- Describe effective communication strategies in conflict situations.
- Describe how to handle intimidating situations assertively through communication.
- Discuss gender and cultural differences in interpersonal communication.
- Write clearly about topics related to interpersonal communication.
- Work individually and in small groups to present information to others.

SP 200 Speaking Skills for Prospective Teachers (3) KCC AA/DA and KCC AA/OC*3 hours lecture per week**Recommended Preparation: ENG 100, ENG 160 or ESL 100.*

SP 200 provides theory and activities to develop competence in speaking skills used in the classroom, interview, discussion, and lecture. Students present several speeches on educational topics and issues.

Upon successful completion of SP 200, the student should be able to:

- Describe the nature and importance of the communication process in the classroom.
- Identify basic principles of interpersonal communication
- Explain the importance of good interpersonal relationships in the classroom.
- Prepare, conduct, and evaluate an informational interview that includes an appropriate opening, body, and closing.
- Describe the process of small group communication including factors that influence group interaction and development.
- Recognize task, maintenance, and negative roles; practice appropriate roles in group discussion.
- Use the learning group and/or problem-solving format to discuss an educational issue.
- Analyze the class and the occasion; select and research a subject, amplify and support ideas, and outline a lecture presentation.
- Complete a critical self-assessment of the students' videotaped lecture and lecture/discussion performances.
- Conduct a class discussion by preparing a variety of questions, responding to class comments, and encouraging class participation.
- Use Blooms Taxonomy of Cognitive Objectives to formulate discussion questions.
- Demonstrate effective oral delivery skills.
- Recognize the importance of giving feedback to students and obtaining feedback from students.
- Develop a positive attitude of speaking in a teaching situation

SP 231 Performance of Literature (3) KCC AA/DA and KCC AA/OC

3 hours lecture per week

Recommended Preparation: ENG 100, ENG 160 or ESL 100.

SP 231 is an introduction to the study of literature through performance. The course helps students

to see the performance of literature as a method of increasing literary understanding and enjoyment, both for the performer and the audience. Students write literary analyses and present performances to learn how to use performance as a means to study literature.

Upon successful completion of SP 231, the student should be able to:

- Define "performance."
- Define specific terminology concerning interpretation and literary study.
- Identify performance conventions practiced by the solo performer of literary texts.
- Evaluate the literary merits of a text.
- Evaluate artistic merits of a performance.
- Demonstrate the essentials of character analysis.
- Render in performance the intellectual, emotional and literary merits of a text.
- Perform a literary text with appropriate use of vocal characteristics and body language.
- Function as a critic of performed literature as well as the literary text itself.

SP 233 Oral Traditions of Storytelling (3) KCC AA/DA

3 hours lecture per week

Recommended Preparation: ENG 100, ESL 100, SP 151, SP 200 or SP 231.

SP 233 is an introduction to the oral traditions of storytelling with emphasis on the historical, cultural, and performance perspectives. Students present stories and learn how to analyze their forms.

Upon successful completion of SP 233, the student should be able to:

- Tell a story before an audience with increased self-confidence.
- Select and share stories from cultures that follow oral traditions.
- Select and perform myths, legends, regional folktales, and fables.

- Analyze stories in terms of character and plot development.
- Describe the setting and cultural context of a story.
- Define the theme of a story.
- Complete an oral history study.
- Complete a critical self-assessment of a storytelling performance.
- Present stories with appropriate use of voice and body.
- Incorporate memory techniques in presentations.
- Recognize the importance of giving and obtaining student feedback.
- Evaluate the performance of others.

**SP 251 Principles of Effective Public Speaking (3)
KCC AA/DA and KCC AA/OC and KCC AS/AH**

3 hours lecture per week

Recommended Preparation: SP 151, SP 200, ENG 100, ENG 160 or ESL 100.

SP 251 focuses on speech composition and delivery. Emphasis is on critical thinking, clear organization, appropriate verbal and visual support, and lively delivery. Students present speeches and evaluate reasoning on important topics.

Upon successful completion of SP 251, the student should be able to:

- Speak before an audience with increased self-confidence.
- Develop, present, and defend positions on important issues.
- Organize and outline ideas.
- Support ideas using a variety of evidence.
- Analyze and evaluate methods of reasoning.
- Recognize and refute fallacious arguments.
- Present ideas with appropriate use of body and voice.
- Provide oral and written feedback to other speakers.
- Discuss a speaker's ethical responsibilities.
- Describe the role of speech in a democratic society.

SP 253 Argumentation and Debate (3) KCC AA/DA and KCC AA/OC Spring

3 hours lecture per week

Recommended Preparation: SP 151, SP 200 or SP 251.

SP 253 develops skill and self-confidence in expressing ideas on controversial issues. Includes extensive practice in formal and informal speaking. Enhances ability to evaluate evidence and to present sound reasoning. Emphasizes the importance of debate in a democratic society.

Upon successful completion of SP 253, the student should be able to:

- Participate in friendly debating with increased skill and self-confidence.
- Use debate skills as a tool of inquiry.
- Discover and present evidence on important questions.
- Present oral and written analysis of arguments in controversies.
- Organize, outline, and present positions in debates.
- Utilize debate skills in promoting and defending ideas.
- Describe and participate in various debate formats.
- Recognize and refute fallacious arguments.
- Present ideas with effective use of body and voice.
- Provide oral and written feedback to other debaters.
- Describe a debater's ethical responsibilities.
- Discuss how debate promotes change in a democratic society.
- Promote friendly debate on controversial issues.