

Core Curriculum Management

New Core Component Proposal

Date Submitted: 05/15/18 6:59 am

Viewing: **LMAS 201-GE : Introduction to Latino/Mexican American Studies**

Last edit: 05/15/18 6:59 am

Changes proposed by: annettej

In Workflow

1. **CLLA Department Head**
2. **LA College Dean UG**
3. **CCC Preparer**
4. CCC Chair
5. Faculty Senate Preparer
6. Faculty Senate
7. Provost II
8. President
9. Curricular Services

Contact(s)			
Course Prefix	LMAS	Course Number	201
Academic Level	UG		
Complete Course Title	Introduction to Latino/Mexican American Studies		
Abbreviated Course Title	INTRO LATINO MEXICAN AMER STUD		
Crosslisted With			
Semester Credit Hour(s)	3		
Proposal for:	Core Curriculum		
How frequently will the class be offered?	annually		
Number of class sections per semester	1		
Number of students per semester	30		
Historic annual enrollment for the last three years			
Last year:	25	Previous year:	8
		Year before:	0

Approval Path

1. 05/15/18 7:13 am
Steve Oberhelman (s-oberhelman): Approved for CLLA Department Head
2. 05/15/18 7:16 am
Steve Oberhelman (s-oberhelman): Approved for LA College Dean UG

Core curriculum

Foundational Component Area: Core Lang, Phil, Culture(KLPC)

Component Area

TCCN prefix/number

Foundational Component Area: Lang, Phil, Culture

How does the proposed course specifically address the Foundational Component Area definition above?

This course focuses on the history and current events surrounding the people of Latin America and Mexico and the diaspora. Major topics of the course include: the demography of these people and places and how they has changed over time; identity of people in Latin America, Mexico, and the diaspora and how others perceive these groups; the contributions to art, literature, and other important cultural touchstones from these groups; contemporary concerns about education, policing, and other intercultural conflicts; and immigration, borders, and policy.

Core Objectives:

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

(1) Students write weekly journal entries that analyze what they have learned and how their cultural discourse has contributed to that learning. (2) Students will also complete exams that include multiple choice, short answer, and essays; this last category particularly requires students to identify answers and defend their choices based on an evaluation and synthesis of information. (3) Students will engage in a group project that integrates course topics and requires a creative presentation in a group. This engages analysis, evaluation, synthesis, innovation, and creativity. (4) Students will synthesize information from the course into a reflection paper about their Aggie Experience Activity. (5) Students will write a Journal Reflection Assignment that will be used as an overview and integration of their experiences throughout the course of engaging in discourse on difficult topics and the material therein; it will also be used to capture student reflection for social and personal responsibility (below).

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Students engage with communication in several ways. (1) First, they write weekly journal assignments about course materials and cultural discourse. (2) Second, they will write a reflection paper regarding their Aggie Experience Activity. (3) Students will engage in a group project that integrates course topics and requires a creative presentation in a group. This will include both oral and visual components. (4) Student exams will include short answer and essay components. (5) Students complete a journal reflection assignment that integrates their journal over the semester.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Students will write their Journal Reflection Assignment to integrate their learning throughout the semester. They will be prompted to consider how the course material and their cultural discourse has affected their intercultural competence and their ability to engage with regional, national, and global communities.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision - making):

Students will write their Journal Reflection Assignment to integrate their learning throughout the semester. They will be prompted to consider how the course material and their cultural discourse has affected their ability to make decisions, to take responsibility for their opinions and their contributions to difficult discourses, and to their future discussions and discourse with others.

Additional Comments LMAS 201 is a relatively new course, taught for the first time in Fall 2016. The LMAS interdisciplinary program and minor were established around the same time.

Please ensure that the attached course syllabus sufficiently and specifically details the appropriate core objectives.

Attach Course Syllabus [LMAS201 KLPCCD-REV.pdf](#)

Reviewer Comments

Key: 774