

## **EAST ASIAN LITERATURE & LANGUAGE**

### **EALL 261 Chinese Literature in Translation - to 850 (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Recommended Preparation: Credit in or qualification for ENG 100 or credit in or qualification for ENG 160.*

EALL 261 focuses on major works of Chinese prose, poetry, fiction and history from the earliest era to the Tang dynasty. Emphasis is on analysis and cultural context.

Upon successful completion EALL 261, the student should be able to:

1. List and identify several major Chinese authors.
2. Recognize the form and content of traditional Chinese poetry and prose.
3. Recognize major themes in Chinese literature.
4. Use critical thinking to identify the implications and basic assumptions of major themes in Chinese literature.
5. Describe how traditional Chinese values shape local, regional and global communities.
6. Exercise creative thinking to compare traditional Chinese values to those of your own culture.
7. Apply information literacy skills in finding online and offline resources relating to Chinese history and literature.
8. Demonstrate sensitivity to literary devices used by Chinese authors.
9. Compose and convey your ideas in writing clearly and effectively.

### **EALL 262 Chinese Literature in Translation - 850 to the Present (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Recommended Preparation: Credit in or qualification for ENG 100 or credit in or qualification for ENG 160.*

EALL 262 focuses on major works of Chinese poetry, fiction and drama from the Tang dynasty to the 20th century. Emphasis is on analysis and cultural context.

Upon successful completion of EALL 262, the student should be able to:

1. List and identify several major Chinese authors.
2. Recognize the form and content of traditional Chinese poetry and prose.
3. Recognize major themes in Chinese literature.
4. Use critical thinking to identify the implications and basic assumptions of major themes in Chinese literature.
5. Describe how traditional Chinese values shape local, regional and global communities.
6. Exercise creative thinking to compare traditional Chinese values to those of your own culture.
7. Apply information literacy skills in finding online and offline resources relating to Chinese history and literature.
8. Demonstrate sensitivity to literary devices used by Chinese authors.
9. Compose and convey your ideas in writing clearly and effectively.

### **EALL 269 Study Abroad (3) KCC AA/DL**

*90 hours per seminar*

*Prerequisite(s): Consent of instructor.*

*Recommended Preparation: Successful completion of a first-year college level language course (101 and 102).*

EALL 269 is a summer seminar tour of a country in East Asia, Southeast Asia, the Pacific or Europe. Students will study the language and culture of the country by participating in seminars/courses at a host university or institution and traveling to important cultural and historical cities.

Upon successful completion of EALL 269, the student should be able to:

1. Demonstrate, in a written examination and report, understanding of the people and culture of the country.
2. Demonstrate an awareness of internationalism and the interdependency of cultures.
3. Understand and appreciate the practical application of sociolinguistic theory in analyzing the culture.
4. Understand the nuances of typical non-verbal communication.
5. Demonstrate, in an examination, increased competence in aural and oral skills.

**EALL 269J Study Abroad-Japan (3) KCC AA/DL**

*3-4 hours hands-on study per week for 13 weeks*

*Comment: Letter grade only. EALL 269J may not be audited. EALL 269J may not be taken credit/no credit.*

EALL 269J is a seminar tour of Japan. Students will study the language and culture of Japan by participating in seminars/courses at a host university or institution and traveling to important cultural and historical sites.

Upon successful completion of EALL 269J, the student should be able to:

1. Demonstrate, in a written report, understanding of the people and culture of Japan.
2. Demonstrate an awareness of internationalism and the interdependency of cultures.
3. Examine and appreciate the practical application of social linguistic theory in analyzing the culture.
4. Identify the nuances of typical, non-verbal communication.
5. Demonstrate in a capstone project increased competence in aural and oral skills.

**EALL 271 Japanese Literature in Translation – Traditional (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Recommended Preparation: Credit in or qualification for ENG 100 or credit in or qualification for ENG 160 or credit in or qualification for ESL 100.*

EALL 271 is a survey of major Japanese literary forms from the earliest era to mid-19th century. Knowledge of Japanese not required.

Upon successful completion of EALL 271, the student should be able to:

1. List and identify the major Japanese authors before the mid-19th century.
2. Identify the development of Japanese literary history including all major forms of Japanese literature from the earliest era to the mid-19th century.
3. Identify major themes in traditional Japanese literature.
4. Critically analyze works of Japanese literature identifying the implications and basic assumptions of major themes in traditional Japanese literature.
5. Identify language and literary devices commonly used by Japanese authors.
6. Extricate Japanese moral and aesthetic values, thought, and culture from works of pre-modern Japanese literature and recognize the cultural underpinning of behavior, views, and opinions in the present day.
7. Compare traditional Japanese values to those of your own culture and recognize the importance of diverse cultural frames of reference in thinking critically and solving problems.
8. Effectively compose and convey your opinion and ideas on traditional Japanese literature, in papers and oral presentations.

**EALL 272 Japanese Literature in Translation – Modern (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Recommended Preparation: Credit in or qualification for ENG 100 or credit in or qualification for ENG 160 or credit in or qualification for ESL 100.*

EALL 272 is a survey of Japanese literature from the mid-19th century to the present; emphasis on fiction. Knowledge of Japanese is not required.

Upon successful completion of EALL 272, the student should be able to:

1. List and identify the major Japanese authors from the mid-19th century to the present.
2. Identify the development of Japanese literary history including all major forms of Japanese literature from the mid-19th century to the present.
3. Identify major themes in modern Japanese literature.
4. Critically analyze works of Japanese literature identifying the implications and basic assumptions of major themes in modern Japanese literature.
5. Identify language and literary devices commonly used by Japanese authors.
6. Extricate Japanese moral and aesthetic values, thought, and culture from works of modern Japanese literature and recognize the cultural underpinning of behavior, views, and opinions in the present day.
7. Compare Japanese values to those of your own culture and recognize the importance of diverse cultural frames of reference in thinking critically and solving problems.
8. Effectively compose and convey your opinion and ideas on modern Japanese literature, in papers and oral presentations.

## e-BUSINESS

### **EBUS 101 Teamwork Fundamentals (3)**

*3 hours lecture per week*

*Recommended Preparation: Credit or concurrent enrollment in ENG 22 or qualification for ENG 100 or qualification for an equivalent course; and ICS 100 or ICS 101 or an equivalent course.*

EBUS 101 presents the study and application of the fundamentals of teamwork, project management and presentation skills. Focus is on developing critical paths for the management of projects and experiencing the dynamics of working in a team environment. The course covers methods of communication, which may include the use of presentation software and the development of printed and electronic materials.

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

1. Practice the values and skills of teamwork to:
  - a. Complete a major teamwork project.
  - b. Solve team conflicts.
  - c. Develop a critical path to accomplish teamwork goals.
2. Justify revenue projections and conduct a cost benefit analysis.
3. Effectively use appropriate measurement tools to assess project outcomes.
4. Explain the role of social, legal and ethical issues in business decisions.
5. Apply technology to develop and manage a project.
6. Produce team projects using a variety of presentation techniques such as whiteboard, flipchart, PowerPoint and/or webpage.
7. Conduct secondary research.
8. Communicate effectively with team members.

## ECONOMICS

### **ECON 120 Introduction to Economics (3) KCC AA/DS and KCC AS/SS**

*3 hours lecture per week*

*Prerequisite(s): Qualification for MATH 82 and qualification for ENG 100.*

ECON 120 focuses on general understanding of the functions of economic systems, including various approaches to the organization of production and allocation of resources, and of policies to achieve national economic goals; these include the determination of national income, inflation, recession, unemployment, taxation, labor unions, environmental pollution, energy, and economic growth. Emphasis will be placed on writing, problem-solving, critical thinking and abstract reasoning.

Upon successful completion of ECON 120, the student should be able to:

1. Explain how the American Economic System works, including organization of production and the allocation of resources.
2. Explain how American Economic Policies are used to achieve national economic goals.
3. Specify tools of macroeconomic analysis in determining the level of national income and apply these tools to such problems as unemployment, recession, and inflation.
4. Analyze current events, government fiscal policies, and Federal Reserve policies using macroeconomic tools.
5. Specify tools of microeconomic analysis, e.g. demand and supply, diminishing returns, price and income elasticity, cost-benefit analysis, and externalities, and apply these tools to such economic problems as energy, environmental pollution, market power of business and labor, the world food problem, and poverty.

### **ECON 130 Principles of Economics (Microeconomics) (3) KCC AA/DS and KCC AS/SS**

*3 hours lecture per week*

*Prerequisite(s): MATH 88 and qualification for ENG 100.*

*Comment: Students will complete one hour of lab outside of class time.*

ECON 130 focuses on the price system and market structures; theory of consumer behavior and market demand; production costs and the theory of the firm under competition, monopoly, oligopoly, and monopolistic competition; social costs, ecology, and externalities; public policy and income distribution; conservation and energy; food and the agricultural sector; and fundamentals of international economics. Emphasis will be placed on writing, problem-solving, critical thinking, and abstract reasoning. Students must fulfill one hour of lab work per week.

Upon successful completion of ECON 130, the student should be able to:

1. Explain how the American Economic System works, including various approaches to the organization of production and the allocation of resources.
2. Explain how policies of microeconomics nature achieve national and specific goals of public policy.
3. Describe the tools of microeconomics analysis and use them to formulate and analyze possible solutions to contemporary economic and social issues such as agricultural production, world food problems, poverty and the distribution of income, the energy crisis, and environmental pollution.

**ECON 131 Principles of Economics (Macroeconomics) (3) KCC AA/DS and KCC AS/SS**

*3 hours lecture per week*

*Prerequisite(s): ECON 130 and MATH 88 and qualification for ENG 100.*

*Comment: Students will complete one hour of lab outside of class time.*

ECON 131 focuses on macroeconomics with emphasis on modern theory of income determination indicating how and why income, production, employment and price levels fluctuate; on the structure of the banking system and its role in the economy; and on public policy questions arising from changes in these aggregates. Emphasis will be placed on writing, problem-solving, critical thinking and abstract reasoning. Student must fulfill one hour of lab work per week.

Upon successful completion of ECON 131, the student should be able to:

1. Demonstrate how the American Economic System works.
2. Describe the tools of classical, Keynesian, and macroeconomics analysis, e.g. demand and supply, the consumption function, the multiplier effect, the quantity theory of money, and the accelerator effect, all of which analyze the change in and determination of national income.
3. Explain government fiscal and Federal Reserve policies and apply these to current economic events.
4. Explain other economic topics, such as economic forecasting and government taxation.

**EDUCATION**

**ED 276 Technology in Education (3)**

*3 hours lecture per week*

*Prerequisite(s): Qualification for ENG 100 and qualification for MATH 82.*

ED 276 introduces students to integrating technology in the classroom to enhance standards-based teaching and learning. This course provides hands-on experience with computer and Internet applications such as productivity software (word processors, spreadsheet managers, database managers, presentation programs), Web 2.0 tools (blogs, image sharing sites, social networking services, presentation and digital storytelling tools, etc.) and emerging technologies. Internet resources and their use in educational settings are addressed. Universal design for learning principles and assistive technologies both hardware and software that are commonly used by students with disabilities in the classroom will also be covered.

Upon successful completion of ED 276, the student should be able to:

1. Evaluate the importance of using technology in the classroom with students with and without disabilities, and in their professional lives as educators.
2. Integrate technology into educational material and activities to enhance students' learning, and in their professional lives to foster their growth as an educator.
3. Use technology appropriately in educational settings, citing relevant learning theories and creating samples of technology integration in the curricula and technology proposals.
4. Use productivity tools as follows: a word processor to produce instructional material such as exams and handouts; a spreadsheet manager to integrate an instructional activity; and presentation software to create an instructional lesson.
5. Assess assistive technologies both hardware and software that are commonly used by students with disabilities.
6. Reflect on universal design for learning principles and integrate them in class activities.
7. Create a comprehensive electronic portfolio of work produced for the course.

**ED 277 Introduction to Multicultural Education (3)**

*3 hours lecture per week*

*Prerequisite(s): Qualification for ENG 100 and qualification for MATH 82.*

ED 277 provides an examination of multicultural philosophies, approaches, and methods to prepare students in becoming culturally competent educators and communicators. Students will learn how to create mutually respectful and caring classroom, school, and community environments by discovering and using students' cultural assets and strengths. Ways to develop, deliver, and adapt culturally responsive instruction and technology will be introduced. Language-rich instruction to support English language learners and building an awareness of diversity within language learners will also be addressed. Students will explore authentic assessments to evaluate learning will be explored. Issues and challenges facing students and educators in today's culturally diverse classrooms will be discussed and ways to advocate within and beyond the classroom walls will be examined.

Upon successful completion of ED 277, the student should be able to:

1. Demonstrate cultural competence as an educator.
2. Develop an educational philosophy reflecting culturally responsive principles and practices.
3. Examine and problem-solve multicultural issues in the classroom, school, and society.
4. Create a mutually respectful and caring classroom, school, and community environments by discovering and using students' cultural assets and strengths.
5. Use language-rich instruction and other multicultural instructional approaches and methods to promote the engagement, learning, and achievement of all learners.
6. Integrate culturally responsive technology in the classroom.
7. Plan, adapt, and conduct curriculum while employing authentic assessments to evaluate student learning.
8. Interact and communicate with students, families, professionals, and community members in culturally respectful ways.
9. Advocate for all students and their families within and beyond the classroom walls.

**ED 278 (Alpha) Special Topics in Education (2)**

*2 hours lecture per week*

*Prerequisite(s): Qualification for ENG 100 and qualification for MATH 82.*

ED 278 (Alpha) investigates a variety of topics related to the current issues in early childhood, elementary, secondary, and special education. Selected topics will vary from semester to semester.

Upon successful completion of ED 278 (Alpha), the student should be able to:

1. Engage in inquiry and discourse regarding issues in education.
2. Demonstrate a global perspective when examining issues in education.
3. Apply critical thinking, reflection, and problem-solving skills to issues in education.
4. Devise and systematically conduct a research study on issues in education.
5. Generate practical solutions to issues in education.
6. Disseminate key research information to stakeholders in the field of education.
7. Appraise experiences in terms of personal and professional growth.

**ED 278B Special Topics in Education - Teacher Accountability & High-Stakes Testing (2)**

*2 hours lecture per week*

*Prerequisite(s): Qualification for ENG 100 and qualification for MATH 82.*

ED 278B investigates teacher accountability and high-stakes testing as it relates to early childhood, elementary, secondary, and special education.

Upon successful completion of ED 278B, the student should be able to:

1. Analyze the interrelationship between teacher accountability and high-stakes testing.
2. Engage in inquiry and discourse regarding issues in education.
3. Demonstrate a global perspective when examining issues in education.
4. Apply critical thinking, reflection, and problem-solving skills to issues in education.
5. Devise and systematically conduct a research study on issues in education.
6. Generate practical solutions to issues in education.
7. Disseminate key research information to stakeholders in the field of education.
8. Appraise experiences in terms of personal and professional growth.

**ED 283 Family-Professional Partnerships in Education (3)**

*3 hours lecture per week*

*Prerequisite(s): Qualification for ENG 100 and qualification for MATH 82.*

ED 283 introduces students to family theories, models of family involvement, and effective principles and practices for working with culturally diverse families, including families of learners with disabilities, within the school system. Students will explore family characteristics, functions and interactions, and the changes in families and schools in today's society; and examine how the differences between their value and belief systems influence the family-professional partnership. Students will also study the historical and current roles of families, particularly families with students with disabilities, and learn how to build partnerships with families to support the individualized education of students. Related issues and ethical considerations regarding families of culturally diverse backgrounds, including families of students with disabilities, will be discussed. The laws and rights of families and how to advocate for all families in the education milieu will be addressed.

Upon successful completion of ED 283, the student should be able to:

1. Apply appropriate family theories, models of family involvement, and effective family-professional principles and practices to various scenarios and situations.
2. Communicate and collaborate with families, school personnel, and community members in a respectful, professional, ethical, and culturally responsive way.
3. Ascertain the educational and psychological implications of family characteristics, functions, roles, and interactions on students' learning and the family-professional partnership.
4. Explain how the changes in families and schools and the differences between their value and belief systems influence the family-professional partnership.
5. Construct and implement individualized family support plans in partnership with families.
6. Debate and problem solve social, educational, ethical, legal, and cultural issues and its impact on family-professional interactions.
7. Advocate for students' and families' rights for quality education.

**ED 284 Foundations of Inclusion in Teaching (3) KCC AA/DS**

*3 hours lecture per week*

*Prerequisite(s): Qualification for ENG 100 and qualification for MATH 82.*

ED 284 surveys the field of special education, related philosophies, models, theories, and trends, and learners with disabilities within an inclusive framework. An in-depth examination of the disability classifications, its characteristics, prevalence, and causes will be addressed. Students will explore relevant laws and rights, the special education process, and key principles to engaging in culturally responsive interactions with students, their families, school personnel, and other professionals. For each disability category, appropriate instructional approaches, behavioral and transitional strategies, interventions, assessments, eligibility, placements, and related services will be covered. Students will examine various forms of media from diverse viewpoints to understand the culture of disability, and research special education issues and controversies to inclusion, using qualitative and quantitative methods. The importance of advocacy and skills to advocate will be introduced.

Upon successful completion of ED 284, the student should be able to:

1. Analyze varying perspectives, philosophies, models, theories, and trends regarding special education and the inclusion of learners with disabilities.
2. Develop a personal philosophy of educating learners with disabilities in inclusive settings, and create positive learning environments.
3. Summarize the disabilities classified under the state and federal guidelines, the special education process, and its laws.
4. Interact with students, their families, school personnel, and other professionals in culturally responsive and respectful ways.
5. Implement relevant instructional approaches, behavioral and transitional strategies, interventions, and assessments; and recommend appropriate eligibility, placements and related services.
6. Evaluate media from varying viewpoints to better understand the culture of disability.
7. Conduct research on special education and inclusion issues.
8. Advocate for learners with disabilities and their families.

**ED 285 Classroom Management within the Instructional Process (3)**

*3 hours lecture per week*

*Prerequisite(s): Qualification for ENG 100 and qualification for MATH 82.*

ED 285 provides foundational principles and practices to classroom management and instruction. Varying models of discipline to maintain appropriate behaviors in the classroom, such as creating positive classroom environments, establishing teacher-student relationships, and communicating with families will be introduced. Students will learn how to develop classroom discipline plans and individualized behavior plans. Effective responses to inappropriate behaviors and dealing with challenging students will be discussed. Instructional approaches to keep students motivated in their learning and methods to manage group and individual instruction will be addressed. Students will develop, implement, and evaluate lesson plans. Issues and implications of classroom management and instruction for diverse learners will also be examined.

Upon successful completion of ED 285, the student should be able to:

1. Select appropriate models of discipline for students.
2. Demonstrate ways to help students maintain appropriate behaviors in the classroom.
3. Develop classroom discipline and individualized behavior plans.
4. Generate effective responses when dealing with inappropriate behaviors and challenging students.
5. Apply relevant instructional approaches to maintain students' motivation and involvement in their learning.
6. Create, conduct, and assess lesson plans for individual and group instruction.
7. Debate and problem solve classroom management and instructional issues.

**ED 289 Educational Psychology (3) KCC AA/DS**

*3 hours lecture per week*

*Prerequisite(s): Qualification for ENG 100 and qualification for MATH 82.*

ED 289 introduces students to the major psychological theories of learning, development, and motivation as applied to education, including cognitive, developmental, and behavioral learning theories. An overview of how schooling influences and is influenced by a learner's cognitive, physical, social, and moral development will be addressed. Students will explore how learners' culture, community, and gender influence their learning and experiences in school and how teachers promote equity. Research of relevant educational issues, using qualitative and quantitative methods, will be conducted. Students will learn how to create and implement lessons plans for individual and small group instruction, and evaluate its effectiveness using various theories and models of learning. The use of assessments and its advantages and disadvantages will be discussed. Students will appraise themselves as teachers in terms of personal strengths and weaknesses, beliefs about teaching and learning, and values and perspectives on ethical conduct.

Upon successful completion of ED 289, the student should be able to:

1. Apply relevant major theories of learning, development, and motivation when working with diverse students in the classroom.
2. Examine how schooling influences and is influenced by students' cognitive, personal, physical, social, and moral development.
3. Assess how learners' culture, community, and gender influence students' learning and experiences in school and how teachers promote equity.
4. Conduct research on current issues in education, using quantitative and qualitative methods.
5. Analyze individual and small group instruction in terms of lesson planning, theories/models of learning, assessment, and efficacy as a teacher.
6. Explain, use, and interpret various forms of classroom assessments and explain the advantages and disadvantages of using such measurements.
7. Articulate personal strengths and weaknesses as a teacher, and personal beliefs about teaching and learning.
8. Articulate values and rationale for various perspectives on ethical issues in education.

**ED 290 Foundations of Education (3)**

*3 hours lecture per week*

*Prerequisite(s): Qualification for ENG 100 and qualification for MATH 82.*

ED 290 introduces students to the teaching profession and the interrelated historical, philosophical, legal, financial, and sociocultural contexts of American education. The rights of students and teachers, professional and ethical considerations, and how to establish equal educational opportunities for all learners will be addressed. Social, family, cultural, gender, and other related influences on student learning and achievement will be examined. Contemporary issues impacting the foundation of the educational system will be investigated. Students develop and implement appropriate environments, curriculum, and instructional and technological approaches with diverse learners in the classroom. Education in the U.S. and other countries will be researched and the commonalities and differences will be analyzed. Current and future perspectives of the teaching profession and the field of education will be considered.

Upon successful completion of ED 290, the student should be able to:

1. Investigate the teaching profession and create a teaching philosophy.
2. Examine the historical, philosophical, legal, financial, and sociocultural roots of education and evaluate its influence on American education.
3. Explain social, cultural, gender, and other related factors on student learning and success and explore professional, ethical, and other challenges affecting the fundamentals of the education system.
4. Develop and implement appropriate learning environments, curriculum, and instructional and technological approaches with diverse students.
5. Advocate for the rights of students and teachers to promote equal educational opportunities for all learners.
6. Critique the similarities and differences between education in the U.S. and other countries.

**ED 294 Education Capstone Seminar and Practicum (3)**

*75 practicum hours, 20 seminar hours (12 hours face-to-face and 8 hours online) per semester*

*Prerequisite(s): A grade of "C" or higher in ED 276 and a grade of "C" or higher in ED 277 and a grade of "C" or higher in ED 283 and a grade of "C" or higher in ED 284; and a grade of "C" or higher in ED 285 or a grade of "C" or higher in ED 289; and a grade of "C" or higher in ED 290 or consent of instructor.*

*Comment: Letter grade only. ED 294 may not be audited. ED 294 may not be taken credit no credit. ED 294 is offered in the Fall and Spring semesters only. Students must obtain fingerprint, background check, and TB test clearance, as required by their practicum site. Students will also be required to obtain liability insurance. In addition to completing practicum and seminar requirements, students must achieve acceptable ratings or target level on suitability disposition criteria. A breach of confidentiality during the practicum experience will result in immediate failure of this class.*

ED 294 provides a culminating opportunity for education program students to effectively apply their knowledge and skill gained in previous courses and field assignments to preK-12 settings. In their practicum settings, students will be expected to use appropriate teaching methods and learning principles, conduct classroom instruction and activities, and manage behaviors in small and/or large groups, under the direction and supervision of a mentor teacher. Students will also be expected to demonstrate effective communication and collaboration skills in all interactions and situations. In seminar sessions, students will be expected to problem-solve relevant issues, share pivotal learning incidents, and appraise their personal and professional growth. Students will also create a comprehensive portfolio, showcasing evaluations of their practicum performances, communication, collaboration, and interaction abilities, professional disposition and conduct, ethical behaviors, and knowledge of the field.

Upon successful completion of ED 294, the student should be able to:

1. Effectively apply competencies gained from previous program courses and field assignments to preK-12 settings.
2. Use appropriate teaching methods and learning principles.
3. Conduct classroom instruction and activities and manage behaviors in small and/or large groups.
4. Apply critical thinking, reflection, and problem-solving skills to relevant issues.
5. Reflect on and appraise experiences in terms of personal and professional growth.
6. Demonstrate professional disposition and conduct, ethical behaviors, and effective communication and collaboration skills in all interactions and situations.
7. Complete a Professional Portfolio.

**ELECTRICAL ENGINEERING**

**EE 160 Programming for Engineers (4) KCC AA/DP**

*3 hours lecture, 3 hours lab per week*

*Prerequisite(s): MATH 135.*

EE 160, a course for prospective engineers, is an introductory course on computer programming and modern computing environments with an emphasis on algorithm and program design, implementation, and debugging. A hands-on laboratory to develop and practice programming skills is included.

Upon successful completion of EE 160, the student should be able to:



1. Use the fundamental techniques of selection, looping, assignment, input, and output to describe the steps a computer takes to solve a problem.
2. Utilize mathematical techniques to solve simple problems and express those solutions as algorithms.
3. Write, test, and debug small programs for inquiry-based laboratory investigations.
4. Compile, troubleshoot, and debug programs with sufficient documentation and commenting.

**EE 211 Basic Circuit Analysis (4) KCC AA/DP**

*3 hours lecture, 3 hours lab per week*

*Prerequisite(s): Credit or concurrent enrollment in MATH 231 **and** credit or concurrent enrollment in PHYS 272.*

EE 211 is the study of linear circuits, time domain analysis, transient and steady state response; phasors impedance, and admittance; network of system functions, frequency responses and filtering, and resonance.

Upon successful completion of EE 211, the student should be able to:

1. Utilize scientific knowledge and critical thinking to solve problems in electricity.
2. Utilize mathematical transforms to describe and analyze electric circuits.
3. Conduct inquiry-based laboratory investigations of resistive and energy storage elements.
4. Document test circuit results via written technical reports.

**EE 260 Introduction to Digital Design (4) KCC AA/DP**

*3 hours lecture, 3 hours lab per week*

*Prerequisite(s): EE 160.*

EE 260 is an introduction to digital/logic design process using combinational and sequential logical circuits. Computer architecture, microprocessors and microcomputers are covered.

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

1. Apply knowledge of logic gates, programmable logic, MSI, and CMOS to build digital circuits.
2. Use state diagrams, ASM charts, truth tables, and Boolean expressions to describe digital circuits.
3. Utilize CAD tools for simulation and optimization as part of the engineering design review process.
4. Work in groups to perform laboratory experiments and document the results with written reports.

**EE 296 Sophomore Project (3)**

*2 hours lecture, 3 hours lab per week*

*Prerequisite(s): A grade of "C" or higher in PHYS 170 **or** consent of instructor.*

*Comment: Letter grade only. EE 296 may not be audited. EE 296 may not be taken credit/no credit.*

EE 296 is a sophomore level individual or team project undertaken with pre-engineering faculty who give direction and guidance. The project provides design experience and develops practical skills for pre-engineering students intending to transfer to a four-year engineering program and major in Electrical Engineering.

Upon successful completion of EE 296, the student should be able to:

1. Utilize scientific knowledge to establish design parameters with respect to engineering standards and practical constraints.
2. Employ analytical reasoning to identify and define engineering design problems or needs.
3. Implement engineering design reviews to evaluate outcomes against requirements.
4. Communicate design and engineering concepts effectively via oral presentations and written reports.

**EMERGENCY MEDICAL TECHNICIAN**

**EMT 100 Emergency Medical Technician (10)**

*8.33 hours lecture, 8.33 hours lecture/lab per week for 12 weeks or*

*20 hours lecture, 20 hours lecture/lab per week for 5 weeks or*

*A total of 100 hours lecture, 100 hours lecture/lab for the semester.*

*Prerequisite(s): ENG 100 **and** a grade of "C" or higher in HLTH 125 **and** acceptance into the Certificate of Competence in Emergency Medical Technician program; **and** qualification for MATH 82 **or** qualification for a higher-level mathematics course.*

*Comment: Students are required to purchase and/or obtain: Uniforms (shirt and pants), Black shoes, Stethoscope, Trauma sheers, Pen light, Glove pouch/Pocket Mask, Bryan's Map (O'ahu, Hawai'i, Maui, Kaua'i), physical exam, TB skin test within last 6 months, and Hepatitis B vaccination or booster if needed. EMT 100 may not be taken credit/no credit. EMT 100 may not be audited. Students will be required to have Internet access and will participate in service learning activities.*

EMT 100 provides students with theory and laboratory practice of basic life support skills (IV, Defibrillation and 12 lead EKG skills are the only advanced life support skills taught. These skills are required by the state of Hawai'i to be taught in a EMT licensure program and can only be performed with a MICT present) and procedures in the pre-hospital setting. EMT 100 focuses on basic

airway and circulatory management, assessment and treatment of medical and trauma related emergencies, pathophysiology, basic pharmacology, and mass casualty triage. This course meets the curriculum standards set forth by the National Highway Traffic Safety Administration (NHTSA).

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

1. Define the role and scope of an EMT, AEMT, and a paramedic in the State of Hawai'i and nationally and define a medical, trauma, and pediatric emergencies.
2. Explain and demonstrate assessing the emergency situation, which includes obtaining a basic history and physical examination, establishing rapport with the patient and others, and managing emergency care, including extricating the patient.
3. Explain and demonstrate the initiation and continuation of emergency medical care including the recognition of presenting conditions and initiation of appropriate non-invasive and invasive treatments for: respiratory emergencies, cardiovascular emergencies, neurological emergencies, musculoskeletal emergencies, obstetrical emergencies, trauma, shock, and psychiatric emergencies.
4. Safely and accurately perform basic life support procedures as prescribed by the State Department of Health and the EMT National Standard Curriculum as well as the following skills: cardiopulmonary resuscitation, obtain patient history and perform physical examination, obtain and monitor vital signs, establish and maintain airways (basic), administer free-flow 100% oxygen, ventilate with bag-mask, control hemorrhage, apply bandages, immobilize or splint fractures and dislocations/sprains, immobilize suspected and known spinal injury patients, light rescue and triage, emergency delivery of a baby, provide newborn care, apply pneumatic anti-shock garment, operate medical communication systems, operate and emergency vehicle, application of 12-lead electrocardiogram, provide necessary basic pharmacological interventions and perform intravenous cannulation.
5. Establish rapport with the patient in a manner designed to decrease their state of crisis and explain the assignment of priorities of emergency treatment to a patient or group of patients.
6. Explain how an Emergency Medical Technician would participate as a team member with another EMT, under the direction of an Advanced Emergency Medical Technician or Paramedic to ensure the safety and care of a patient.
7. Conduct the pre-check and preparation of the ambulance, including its equipment and supplies.
8. Communicate with the medical care facility about the patient's condition status and arrival and document in writing and on the electronic patient care record the details related to the patient's emergency care and the incident.
9. Explain the coordination of transport of the patient by selecting the best available method(s) in conjunction with medical authority/protocol.
10. Use a sequential and critical thinking process to gather the appropriate data, appraise its significance, take action, and evaluate the effects of that action upon the patient.

### **EMT 101 Practicum for Emergency Medical Technician (3)**

*Approximately 40 hours clinical per week for 4 weeks*

*Prerequisite(s): A grade of "C" or higher in EMT 100.*

*Comment: Letter grade only. EMT 101 may not be taken credit/no credit. EMT 101 may not be audited. In order to be eligible to sit for the state EMT licensure or national registry exam, a student must earn a grade of "A" in EMT 101. Students will be required to purchase uniforms, scissors, stethoscope, liability insurance, a medical dictionary, a road map of Honolulu, and State of Hawai'i Standing Orders.*

EMT 101 provides students with opportunities to apply EMT knowledge and skills in the setting of ambulances, hospitals, and clinics.

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

1. Perform within the state and national scope of practice for a basic Emergency Medical Technician.
2. Define medical, trauma, behavioral, pediatric, obstetric, and geriatric emergencies in the clinical environment.
3. Assess the emergency situation, which includes obtaining a basic history and physical examination, establishing rapport with the patient and others, and managing emergency care, including extricating and transporting the patient.
4. Initiate and continue emergency medical care including the recognition of presenting conditions and initiation of appropriate treatments for all medical and traumatic conditions including but not necessarily limited to: respiratory emergencies, cardiovascular emergencies, neurological emergencies, endocrine emergencies, infectious disease, allergic reaction, poisoning/overdose, obstetrical and/or gynecologic emergencies, traumatic injuries, shock, and psychiatric emergencies.
5. Safely and accurately perform basic life support procedures as prescribed by the State Department of Health and the National EMS Education Standards for an Emergency Medical Technician.
6. Safely and accurately perform skills including the following: cardiopulmonary resuscitation, obtain patient history and perform physical examination, obtain and monitor vital signs, establish and maintain basic airway adjuncts, administer free-flow 100% oxygen, ventilate with bag-mask, control hemorrhage, apply bandages, immobilize or splint fractures and dislocations/sprains, externally stabilize pelvic fractures, immobilize suspected and known spinal injury patients, light rescue and triage, emergency delivery of a baby, provide newborn care, initiate IV therapy, apply 12 lead EKG leads,

- operate medical communication systems, operate and emergency vehicle, assist with necessary pharmacological interventions in the scope of a basic EMT.
7. Establish rapport with the patient in a manner designed to decrease their state of crisis.
  8. Participate as a team member with another EMT or under the direction of a Paramedic to ensure the safety and care of a patient.
  9. Explain the assignment of priorities of emergency treatment to a patient or group of patients in the clinical environment.
  10. Conduct the pre-check and preparation of the ambulance, including its equipment and supplies.
  11. Communicate with the medical care facility about the patient's condition status and arrival.
  12. Document in writing and on the electronic patient care record the details related to the patient's emergency care and the incident.
  13. Explain the coordination of transport of the patient by selecting the best available method(s) in conjunction with medical authority/protocol in the clinical environment.
  14. Use a sequential and critical thinking process to gather the appropriate data, appraise its significance, take action, and evaluate the effects of that action upon the patient.

**EMT 110 EMT Internship (1-6)**

*45 internship hours per credit*

*Prerequisite(s): Current Hawai'i EMT certification.*

*Comment: Credit/no credit grading only.*

EMT 110 is a supervised ambulance internship experience for EMT program graduates. EMT 110 is a work-study internship course designed to provide the supervised application of Kapi'olani Community College's EMT program knowledge and skill on an ambulance.

Upon successful completion of EMT 110V the student should be able to:

1. Demonstrate skill at an entry-level Emergency Medical Technician.
2. Demonstrate safe and accurate performance of all basic and advanced life support procedures as listed by the Department of Health and the Board of Medical Examiners rules for Emergency Ambulance Personnel.
3. Demonstrate ability to participate as a team member with another Emergency Medical Technician, or under the direction of a Mobile Intensive Care Technician (Paramedic) to ensure the safety and care of the patient.
4. Demonstrate the following skills safely and accurately in a non-patient care situation: cardiopulmonary resuscitation, basic patient history and physical examination, assessment and monitoring of vital signs, establish and maintain patent airway (basic and advanced), administer free-flow 100% oxygen safely, ventilate with bag-mask, correctly apply and use mechanical automatic heart/lung resuscitators, control hemorrhage, apply bandages, immobilize or splint fractures, dislocations / sprains, immobilize / extricate motor vehicle accident victims, perform light rescue and triage, perform emergency delivery of baby, and provide newborn care, initiate intervention with behavioral disorders, apply pneumatic anti-shock garment, correctly operate medical communication systems, operate emergency vehicle, perform 12-lead electrocardiogram, interpret 3-lead electrocardiogram, provide necessary pharmacological interventions, and perform intravenous cannulation.
5. Demonstrate the process to obtain a basic history and physical examination, including assessment of the patient's condition.
6. Explain and demonstrate the initiation and continuation of emergency medical care, including the recognition of presenting conditions and initiation of appropriate noninvasive and invasive treatments for: respiratory emergencies, cardiovascular emergencies, neurological emergencies, musculoskeletal emergencies, obstetrical emergencies, pediatric emergencies, medical emergencies, trauma and shock.
7. Demonstrate rapport with the patient and others to decrease their anxiety and fear in the crisis.
8. Explain how an EMT would participate as a team member with another EMT, or under the direction of a Paramedic, to ensure the safety and care of the patient.
9. Explain the assignment of priorities of emergency treatment to a patient or group of patients.
10. Demonstrate the pre-check and preparation of the ambulance, including its equipment and supplies.
11. Demonstrate accurate communication with the medical care facility receiving the patient about the patient's condition, status, and estimated arrival time.
12. Demonstrate appropriate and accurate documentation related to the emergency situation and care of the patient.
13. Explain the coordination of transport of the patient by selecting the best available method(s) in conjunction with medical authority / protocol.
14. Demonstrate the use a critical thinking process to gather the appropriate data, appraise its significance, take action, and evaluate the effects of that action upon the patient.

**EMT 193 EMT-Intermediate Internship (1-5)**

*45 internship hours per credit*

*Prerequisite(s): EMT 100 and EMT 101 and National Registry certification in progress or completed.*

*Comment: Credit/no credit grading only. Student will be required to purchase uniforms, scissors, stethoscope, liability insurance, a medical dictionary, and a road map of Honolulu.*

EMT 193V is a work-study internship course designed to provide supervised application of basic and advanced life support knowledge and skills on ambulance units. The intern will be required to demonstrate the clinical application of basic and advanced life support procedures in local hospitals and ambulance units.

Upon successful completion of EMT 193 the intern should be able to:

1. Perform in an entry-level position as an Emergency Medical Technician- Intermediate.
2. Safely and accurately perform all basic and advanced life support procedures as listed by the Department of Health and the Board of Medical Examiners rules for Emergency Ambulance Personnel.
3. Participate as a team member with another Emergency Medical Technician or under the direction of a Mobile Intensive Care Technician (Paramedic) to ensure the safety and care of patients.
4. Safely and accurately perform the following skills in the nonpatient care situation: perform cardiopulmonary resuscitation, obtain basic patient history and physical examination, obtain and monitor vital signs, establish and maintain airways (basic and advanced), administer free-flow 100% oxygen, ventilate with bag-mask, apply and use mechanical automatic heart/lung resuscitators, control hemorrhage, apply bandages, immobilize or splint fractures, dislocations / sprains, immobilize / extricate automobile injury patients, perform light rescue and triage, perform emergency delivery of baby, and provide newborn care, initiate intervention with behavioral disorders, apply pneumatic anti-shock garment, operate medical communication systems, operate emergency vehicle, perform 12-lead electrocardiogram, interpret 3-lead electrocardiogram, provide necessary pharmacological interventions and perform intravenous cannulation.
5. Demonstrate the process to obtain a basic history and physical examination, including assessing the patient(s) condition.
6. Explain and demonstrate the initiation and continuation of emergency medical care including the recognition of presenting conditions and initiation of appropriate noninvasive and invasive treatments for: respiratory emergencies, cardiovascular emergencies, neurological emergencies, musculoskeletal emergencies, obstetrical emergencies, pediatric emergencies, medical emergencies, trauma and shock.
7. Demonstrate establishment of rapport with the patient others to decrease their state of crisis.
8. Explain how an EMT-I would participate as a team member with another EMT or under the direction of a Paramedic to ensure the safety and care of the patient.
9. Explain the assignment of priorities of emergency treatment to a patient or group of patients.
10. Demonstrate the pre-check and preparation of the ambulance, including its equipment and supplies.
11. Demonstrate communicating with the medical care facility receiving the patient about the patient's condition, status, and arrival time.
12. Demonstrate recording in writing the details related to the patient's emergency care and the incident.
13. Explain the coordination of transport of the patient by selecting the best available method(s) in conjunction with medical authority / protocol.
14. Use a sequential thinking process to gather the appropriate data, appraise its significance, take action, and evaluate the effects of that action upon the patient.

**ENGLISH**

**ENG 21 Introduction to College Reading (3)**

*3 hours lecture per week*

*Prerequisite(s): Qualification for ENG 21 or successful completion of PCC 20 or a grade of "P" in an equivalent course or consent of instructor.*

*Comment: Letter grade or credit/no credit grading only. ENG 21 may not be audited.*

ENG 21 is designed to develop reading, vocabulary, and study skills essential for successful academic achievement.

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

1. Apply strategies for increasing and using entry-level college vocabulary.
2. Comprehend various types of entry-level written and visual college materials.
3. Apply study skills strategies to enhance learning.
4. Demonstrate application of varied reading strategies to entry-level college texts.

**ENG 22 Introduction to Composition (3)**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in ENG 21 or qualification for ENG 22 or consent of instructor.*

ENG 22 assists students in understanding the writing process and the appropriate use of grammar, word choice, punctuation and spelling. ENG 22 also assists students in shaping their ideas into effective essays according to academic conventions. All students in English 22 will complete a portfolio containing 12-15 pages of polished writing that demonstrates the learning outcomes.

Upon successful completion of ENG 22, the student should be able to:

1. Effectively use a multi-step writing process that includes drafting, revising, and editing; respond constructively to written and oral feedback.
2. Write compositions that have a main point and supporting ideas developed with specific, logically organized details.
3. Integrate source material according to academic conventions. Use ideas and information from source material accurately, without plagiarism, and according to academic conventions.
4. Proofread for effective grammar, word choice, punctuation, and spelling.

**ENG 100 Composition I (3) KCC AA/FW**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in ENG 22 or qualification for ENG 100.*

ENG 100 students will develop strategies for effective college writing, with an emphasis on critical reading and thinking. This course includes instruction in the composing process and practice in various kinds of writing, including analysis, interpretation, and research writing from sources. By the end of the course, students will complete a minimum of 5000 words of finished prose, roughly equivalent to 20 typewritten pages.

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

1. Employ a writing process that includes gathering information and exploring ideas, developing and supporting a point of view or thesis, organizing, revising, editing, and proofreading.
2. Produce different forms of college-level writing, such as narrative, analytical, and persuasive essays, whose content, organization, diction, and style are effectively adapted to various writing situations, purposes, audiences, and subjects.
3. Analyze and evaluate the logic, evidence, and strategies of an argument (written and/or presented in a visual or digital medium).
4. Analyze and interpret a literary work (nonfiction, fiction, poetry, or drama) or other textual material.
5. Find and evaluate information from a library, from the Internet, or from other sources; synthesize relevant findings in his/her own writing without plagiarizing.
6. Work effectively with fellow students and the instructor in providing and receiving written and verbal feedback on assigned work.
7. Write a coherent in-class response to an assigned question or topic.

**ENG 108G Editing (1)**

*3 hours of lecture/lab per week for 5 weeks*

*Prerequisite(s): Qualification for ENG 100 or qualification for ENG 160 or qualification for ESL 100.*

ENG 108G offers the student intensive practice in identifying and correcting common problems in grammar, punctuation, and style.

Upon successful completion of ENG 108G, the student should be able to:

1. Recognize parts of speech and identify basic sentence structures.
2. Edit sentences to correct errors in grammar and punctuation.
3. Edit to eliminate redundancy and wordiness.

**ENG 160 Business and Technical Writing (3)**

*3 lecture hours per week*

*Prerequisite(s): A grade of "C" or higher in ENG 22 or qualification for ENG 100.*

*Comment: Letter grade only. ENG 160 may not be audited. ENG 160 may not be taken credit/no credit.*

ENG 160 emphasizes mastery of the principles and practice of writing for business and technical purposes. Students conduct research (primary and secondary) on business-related issues and write reports. They write business correspondence (letters and memos) directed at specific readers. They also compose and present procedures and instructions. The course covers grammatical and rhetorical topics as they relate to clear, concise, and precise professional writing.

Upon successful completion of ENG 160, the student should be able to:

1. Write clear, concise, consistent, and correct prose for business purposes.
2. Write good news, bad news, and persuasive business letters, including a letter of application.
3. Write informational, analytical, and persuasive memos and reports.
4. Use appropriate formats and styles for business letters, memos, and reports.
5. Give clear instructions and make effective inquiries and requests.
6. Summarize information accurately.
7. Conduct library and electronic research, and write a survey of literature, with proper documentation, for a topic in the student's area of study or interest.
8. Prepare a resume (hard copy and electronic).
9. Use word processing software to prepare professional reports and correspondence.

**ENG 200 Composition II (3)**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ENG 160 or a grade of "C" or higher in ESL 100 or consent of instructor.*

ENG 200 students practice sustained argumentative and analytical writing with an emphasis on further developing the processes and skills acquired in ENG 100 or ESL 100. Analysis will focus on a range of texts (non-fiction, fiction, and other literary forms). Emphasis will be on rhetorical and literary principles, strategies, and techniques; stylistic concerns; and research methods and use of secondary source materials.

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

1. Write sustained thesis-driven argument and analysis for an academic audience.
2. Practice a multi-step writing process that includes idea-generation, thesis development, organization, drafting, revision, peer review and revision.
3. Select and evaluate the relevance and reliability of primary and/or secondary sources in a research project.
4. Demonstrate proficient use of direct quoting, paraphrasing, and summarizing in a research project using a standard form of documentation (MLA, APA for example).
5. Demonstrate a critical comprehension of rhetorical contexts, strategies and techniques in a variety of literary genres.
6. Produce biographical writing based on identity to explore one's own heritage in relation to other cultures.

**ENG 209 Business and Managerial Writing (3)**

*3 lecture hours per week*

*Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ENG 160 or a grade of "C" or higher in ESL 100.*

*Comment: Letter grade only. ENG 209 may not be audited. ENG 209 may not be taken credit/ no credit.*

ENG 209 is designed for students who intend to transfer to a four-year business program. Students master the principles of business and managerial communications through analyzing various kinds of business messages and writing informatively, analytically, and persuasively for business purposes. They consider multiple audiences and the implications for clear and complete communication. They produce letters and memos, a research project, and an in-depth analysis of an organization and its corporate culture.

Upon successful completion of ENG 209, the student should be able to:

1. Describe the nature and functions of business communications.
2. Identify interpersonal and intercultural communication barriers and suggest ways of overcoming them.
3. Recognize the impact of corporate culture on modes of communication within an organization.
4. Consider the legal aspects of business communication.
5. Write business messages that are adapted to their context, audience(s), and purpose.
6. Proofread and revise business messages for positive effect on readers.

7. Adapt the organization of correspondences to support the purpose of the message: giving good news or bad news; informing or persuading.
8. Evaluate business messages written by others and make suggestions for improvement.
9. Prepare a research report using varied sources of information - hard copy and electronic.
10. Produce business communication using a variety of technologies.

### **ENG 225 Technical Writing (3)**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ENG 160 or a grade of "C" or higher in ESL 100.*

*Comment: ENG 225 may not be audited. ENG 225 may not be taken credit/ no credit.*

ENG 225 emphasizes the principles and techniques used in technical communication, both written and oral. The course covers strategies for transmitting technical information in reader-friendly, well-written and -designed documents. Students will analyze rhetorical concepts as they apply to organizing and presenting technical information to specific audiences for specific purposes. The development of technical communication skills is promoted through the analysis of selected documents, by the discussion of the writing and editing process, and by the composition of solutions to practical problems. Students will conduct an intensive semester-long research project and report findings both verbally and graphically. Students will write memos, letters, technical descriptions, procedures, proposals, reports, and make oral presentations.

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

1. Write clear, concise, consistent, and correct prose for technical purposes.
2. Write technical documents that demonstrate stylistic awareness and grammatical correctness.
3. Apply the basic format and design standards used in the technical writing community.
4. Analyze audiences and respond accordingly by adapting form, content, and language to suit both technical and non-technical audiences.
5. Evaluate documents for usability and readability for various audiences.
6. Conduct primary research and present findings.
7. Conduct library and electronic research and summarize findings.
8. Use word processing and graphics software to prepare professional reports, manuals, and correspondence.

### **200 LEVEL LITERATURE COURSES**

Upon successful completion of any 200 level literature course the student should be able to:

1. Consider a work of literature as a reflection of its cultural milieu and compare that milieu with his or her own.
2. Examine a work of literature from various vantage points.
3. Examine and analyze the various elements of a literary work.
4. Use basic concepts and terminology particular to literary analysis.
5. Recognize major themes in a work of literature, explore their implications, and identify their basic assumptions.
6. Analyze structure; understand how form contributes to meaning.
7. Show greater sensitivity to language and literary devices that authors use in literature.
8. Appreciate the artistry of literary works and become better acquainted with writers as artists.
9. Recognize the need for literary evidence to support opinions and ideas regarding literary work.
10. Express opinions and responses to literature clearly and effectively in writing.

### **ENG 270 (Alpha) Introduction to Literature: Literary History (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100 or consent of instructor.*

*Comment: A maximum of 6 credits of ENG 270 (Alpha) may be used as electives in the AA degree in Liberal Arts.*

ENG 270 (Alpha) focuses on significant literary texts from various historical periods. Course work includes critical thinking skills related to interpreting the significance of the action, characters, themes, and literary devices used by the author. Emphasis is placed on writing, both as a way of discovering ideas and as a way of expressing knowledge of the reading material. Students are expected to be actively engaged in responding to the literature. As students read, discuss, and write about the literature, they should gain a better understanding of themselves and the world they live in. The content may vary from topic to topic, depending on the particular works selected for study.

Upon successful completion of ENG 270 (Alpha), the student should be able to:

1. Analyze a work of literature as a reflection of its cultural and historical context.

2. Identify major themes in a work of literature and explore their implications.
3. Analyze structure; explain how form contributes to meaning.
4. Evaluate the artistic merits of literary works and the artistic achievements of writers.
5. Use literary evidence to support interpretations and analysis of literary works.
6. Produce clear and effective written responses to literature.
7. Describe the significance of the literature of a selected historical period.

**ENG 270B Introduction to Literature: Literary History: American Literature (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100 or consent of instructor.*

ENG 270B is a historical study of selected major authors in American Literature from the 19th, 20th, and 21st centuries. Course work includes critical thinking skills related to interpreting the significance of the action, characters, themes, and literary devices used by the author. Emphasis is placed on writing, both as a way of discovering ideas and as a way of expressing knowledge of the reading material. Students are expected to be actively engaged in responding to the literature. As students read, discuss, and write about the literature, they should gain a better understanding of themselves and the world they live in.

Upon successful completion of ENG 270B, the student should be able to:

1. Analyze a work of literature as a reflection of its cultural and historical context.
2. Identify major themes in a work of literature and explore their implications.
3. Analyze structure; explain how form contributes to meaning.
4. Evaluate the artistic merits of literary works and the artistic achievements of writers.
5. Use literary evidence to support interpretations and analysis of literary works.
6. Produce clear and effective written responses to literature.
7. Describe the significance of the literature of a selected historical period.
8. Write papers on different literary problems in American literature.

**ENG 270E Introduction to Literature: Literary History: World Literature: Classical Times to 1600 (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100 or consent of instructor.*

ENG 270E is a study of selected major authors from classical, medieval, renaissance, and non-western cultures. Course work includes critical thinking skills related to interpreting the significance of the action, characters, themes, and literary devices used by the author. Emphasis is placed on writing, both as a way of discovering ideas and as a way of expressing knowledge of the reading material. Students are expected to be actively engaged in responding to the literature. As students read, discuss, and write about the literature, they should gain a better understanding of themselves and the world they live in.

Upon successful completion of ENG 270E, the student should be able to:

1. Analyze a work of literature as a reflection of its cultural and historical context.
2. Identify major themes in a work of literature and explore their implications.
3. Analyze structure; explain how form contributes to meaning.
4. Evaluate the artistic merits of literary works and the artistic achievements of writers.
5. Use literary evidence to support interpretation and analysis of literary works.
6. Produce clear and effective written responses to literature.
7. Describe the significance of the literature of a selected historical period.
8. Evaluate the works of some major world literature authors from classical times to 1600.
9. Write papers on different literary periods in world literature from classical times to 1600.

**ENG 270F Introduction to Literature: Literary History: World Literature: 1600 to the Present (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100 or consent of instructor.*

ENG 270F is a historical study of significant works of World Literature from 1600 to the present. Course work includes critical thinking skills related to interpreting the significance of the action, characters, themes, and literary devices used by the author. Emphasis is placed on writing, both as a way of discovering ideas and as a way of expressing knowledge of the reading material. Students are expected to be actively engaged in responding to the literature. As students read, discuss, and write about the literature, they should gain a better understanding of themselves and the world they live in.

Upon successful completion of ENG 270F, the student should be able to:



1. Analyze a work of literature as a reflection of its cultural and historical context.
2. Identify major themes in a work of literature and explore their implications.
3. Analyze structure; explain how form contributes to meaning.
4. Evaluate the artistic merits of literary works and the artistic achievements of writers.
5. Use literary evidence to support interpretation and analysis of literary works.
6. Produce clear and effective written responses to literature.
7. Describe the significance of the literature of a selected historical period.
8. Evaluate the works of some major world literature authors from 1600 to the present.
9. Write papers on different literary periods in world literature from 1600 to the present.

**ENG 270M Introduction to Literature: Literary History: British Literature to 1800 (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100 or consent of instructor.*

ENG 270M is a study of selected major authors from the Old English, Medieval, Renaissance, and Neoclassical Periods. Course work includes critical thinking skills related to interpreting the significance of the action, characters, themes, and literary devices used by the author. Emphasis is placed on writing, both as a way of discovering ideas and as a way of expressing knowledge of the reading material. Students are expected to be actively engaged in responding to the literature. As students read, discuss, and write about the literature, they should gain a better understanding of themselves and the world they live in.

Upon successful completion of ENG 270M, the student should be able to:

1. Analyze a work of literature as a reflection of its cultural and historical context.
2. Identify major themes in a work of literature and explore their implications.
3. Analyze structure; explain how form contributes to meaning.
4. Evaluate the artistic merits of literary works and the artistic achievements of writers.
5. Use literary evidence to support interpretations and analysis of literary works.
6. Produce clear and effective written responses to literature.
7. Describe the significance of the literature of a selected historical period.
8. Write papers on different literary problems in British literature up to 1800.

**ENG 270N Introduction to Literature: Literary History: British Literature after 1800 (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100 or consent of instructor.*

ENG 270N is a study of selected British short stories, major British plays, and major British poetry since 1800. Course work includes critical thinking skills related to interpreting the significance of the action, characters, themes, and literary devices used by the author. Emphasis is placed on writing, both as a way of discovering ideas and as a way of expressing knowledge of the reading material. Students are expected to be actively engaged in responding to the literature. As students read, discuss, and write about the literature, they should gain a better understanding of themselves and the world they live in.

Upon successful completion of ENG 270N, the student should be able to:

1. Analyze a work of literature as a reflection of its cultural and historical context.
2. Identify major themes in a work of literature and explore their implications.
3. Analyze structure; explain how form contributes to meaning.
4. Evaluate the artistic merits of literary works and the artistic achievements of writers.
5. Use literary evidence to support interpretations and analysis of literary works.
6. Produce clear and effective written responses to literature.
7. Describe the significance of the literature of a selected historical period.
8. Write papers on different literary problems in British literature after 1800.

**ENG 271 (Alpha) Introduction to Literature: Genre (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100 or consent of instructor.*

*Comment: A maximum of 6 credits of ENG 271 (Alpha) may be used as electives in the AA degree in Liberal Arts.*

ENG 271 (Alpha) focuses on the formal aspects of selected genres. Course work includes critical thinking skills related to interpreting the significance of the action, characters, themes, and literary devices used by the author. Emphasis is placed on writing, both as a way of discovering ideas and as a way of expressing knowledge of the reading material. Students are expected to be actively engaged in responding to the literature. As students read, discuss, and write about the literature, they should gain a better understanding of themselves and the world they live in. The content may vary from topic to topic, depending on the particular works selected for study.

Upon successful completion of ENG 271 (Alpha), the student should be able to:

1. Analyze a work of literature as a reflection of its cultural and historical context.
2. Identify major themes in a work of literature and explore their implications.
3. Analyze structure; explain how form contributes to meaning.
4. Evaluate the artistic merits of literary works and the artistic achievements of writers.
5. Use literary evidence to support interpretations and ideas regarding literary works.
6. Produce clear and effective written responses using literary terms to analyze literary work.
7. Describe the distinctive features of a literary genre.

**ENG 271D Introduction to Literature: Genre: Drama (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100 or consent of instructor.*

ENG 271D is an introduction to the genre of drama. Using dramatic structure and theory, students will critically analyze selected major works of drama. Course work includes critical thinking skills related to interpreting the significance of the action, characters, themes, and literary devices used by the author. Emphasis is placed on writing, both as a way of discovering ideas and as a way of expressing knowledge of the reading material. Students are expected to be actively engaged in responding to the literature. As students read, discuss, and write about the literature, they should gain a better understanding of themselves and the world they live in.

Upon successful completion of ENG 271D, the student should be able to:

1. Analyze a work of literature as a reflection of its cultural and historical context.
2. Identify major themes in a work of literature and explore their implications.
3. Analyze structure; explain how form contributes to meaning.
4. Evaluate the artistic merits of literary works and the artistic achievements of writers.
5. Use literary evidence to support interpretations and ideas regarding literary works.
6. Produce clear and effective written responses using literary terms to analyze literary work.
7. Describe the distinctive features of a literary genre.
8. Write papers on different literary problems related to the study of drama.

**ENG 271N Genre: Short Story and Novel (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite (s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ENG 160 or a grade of "C" or higher in ESL 100 or consent of instructor.*

ENG 271N is a study of the form and content of selected short stories and novels.

Upon successful completion of ENG 271N, the student should be able to:

1. Identify the distinctive features of the short story and novel.
2. Distinguish between some short story writers and novelists and their characteristic themes and techniques.
3. Write papers on different literary problems related to the study of the short story and novel.
4. Analyze a work of literature as a reflection of its cultural milieu and compare that milieu with one's own.
5. Identify and use literary terms to analyze literary works.
6. Identify major themes in a work of literature, explore their implications, and identify their basic assumptions.
7. Analyze structure; explain how form contributes to meaning.
8. Evaluate the artistic merits of literary works and the artistic achievements of writers.
9. Use literary evidence to support interpretations and ideas regarding literary works.
10. Produce clear and effective written responses to literature.
11. Describe the distinctive features of a literary genre.

**ENG 271P Introduction to Literature: Genre: Poetry (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100 or consent of instructor.*

ENG 271P is an introduction to the genre of poetry. Students will critically analyze selected major works of poetry. Course work includes critical thinking skills related to interpreting the significance of the action, characters, themes, and literary devices used by the author. Emphasis is placed on writing, both as a way of discovering ideas and as a way of expressing knowledge of the reading material. Students are expected to be actively engaged in responding to the literature. As students read, discuss, and write about the literature, they should gain a better understanding of themselves and the world they live in.

Upon successful completion of ENG 271P, the student should be able to:

1. Analyze a work of literature as a reflection of its cultural and historical context.
2. Identify major themes in a work of literature and explore their implications.
3. Analyze structure; explain how form contributes to meaning.
4. Evaluate the artistic merits of literary works and the artistic achievements of writers.
5. Use literary evidence to support interpretations and ideas regarding literary works.
6. Produce clear and effective written responses using literary terms to analyze literary work.
7. Describe the distinctive features of a literary genre.
8. Write papers on different literary problems related to the study of poetry.

**ENG 272 (Alpha) Introduction to Literature: Culture and Literature (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100 or consent of instructor.*

ENG 272 (Alpha) studies the theme of Literature and Culture through significant works of selected cultures and cultural formations focusing on the cultural contexts of literary texts. Course work includes critical thinking skills related to interpreting the significance of the action, characters, themes, and literary devices used by the author. Emphasis is placed on writing, both as a way of discovering ideas and as a way of expressing knowledge of the reading material. Students are expected to be actively engaged in responding to the literature. As students read, discuss, and write about the literature, they should gain a better understanding of themselves and the world they live in. The content may vary from topic to topic, depending on the particular works selected for study.

Upon successful completion of ENG 272 (Alpha), the student should be able to:

1. Analyze a work of literature as a reflection of its cultural and historical context.
2. Identify major themes in a work of literature and explore their implications.
3. Analyze structure; explain how form contributes to meaning.
4. Evaluate the artistic merits of literary works and the artistic achievements of writers.
5. Use literary evidence to support interpretations and analysis of literary works.
6. Produce clear and effective written responses using literary terms to analyze literary work.
7. Describe the cultural diversity of worldviews expressed in literary works

**ENG 272B Culture and Literature: Multiethnic Literatures of Hawai'i (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ENG 160 or a grade of "C" or higher in ESL 100 or consent of instructor.*

ENG 272B explores selected works of multiethnic literatures of Hawai'i focusing on the interaction between and among cultures as reflected in literature from the 20th century to the present, dealing with such themes as cultural knowledge and values, identity, place, responses to change - assimilation and alienation - and postcolonial perspectives and the revival of Native Hawaiian culture. Course work includes critical thinking skills related to interpreting the significance of the action, characters, themes, and literary devices used by the author. Emphasis is placed on writing, both as a way of discovering ideas and as a way of expressing knowledge of the reading material. Students are expected to be actively engaged in responding to the literature. As students read, discuss, and write about the literature, they should gain a better understanding of themselves and the world they live in.

Upon successful completion of ENG 272B, the student should be able to:

1. Analyze a work of literature as a reflection of its cultural and historical context.
2. Identify major themes in a work of literature and explore their implications.
3. Analyze structure; explain how form contributes to meaning.
4. Evaluate the artistic merits of literary works and the artistic achievements of writers.
5. Use literary evidence to support interpretations and analysis of literary works.
6. Produce clear and effective written responses using literary terms to analyze literary work.
7. Describe the cultural diversity of worldviews expressed in literary works.
8. Identify the achievement of some of the major writers of Hawai'i from the 20th century to the present, from a range of ethnic and cultural groups, including the Native Hawaiian.
9. Examine both the universality of human experience as well as the qualities that make a particular ethnic or cultural group distinct.
10. Write papers on different literary problems related to cross-cultural perspectives.

**ENG 272F Introduction to Literature: Culture and Literature: Women Writers on Women (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100 or consent of instructor.*

ENG 272F is a study of the images of women as reflected in the works of selected women writers with a focus on women's issues such as domesticity, autonomy, ethnicity, and psychological and physical constraints. Course work includes critical thinking skills related to interpreting the significance of the action, characters, themes, and literary devices used by the author. Emphasis is placed on writing, both as a way of discovering ideas and as a way of expressing knowledge of the reading material. Students are expected to be actively engaged in responding to the literature. As students read, discuss, and write about the literature, they should gain a better understanding of themselves and the world they live in.

Upon successful completion of ENG 272F, the student should be able to:

1. Analyze a work of literature as a reflection of its cultural and historical context.
2. Identify major themes in a work of literature and explore their implications.
3. Analyze structure; explain how form contributes to meaning.
4. Evaluate the artistic merits of literary works and the artistic achievements of writers.
5. Use literary evidence to support interpretations and analysis of literary works.
6. Produce clear and effective written responses using literary terms to analyze literary work.
7. Describe the cultural diversity of worldviews expressed in literary works.
8. Identify some of the major women writers of the 19th, 20th, and 21st centuries.
9. Examine the major issues and motifs regarding women in literature.
10. Write papers on different literary problems related to women in literature.

**ENG 272G Literature and Culture: Myths, Dreams, and Symbols (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100 or consent of instructor.*

ENG 272G explores the major archetypal patterns across cultures that appear in literature such as patterns that relate to character: the earth mother, the temptress, the divine feminine, the scapegoat, the double, the outcast, the Other; and patterns that relate to actions and themes: initiation, the quest, death and rebirth, transformation, and the return to the womb. The course also focuses upon archetypal patterns that may appear in dream-based and symbolic investigations. Course work includes critical thinking skills related to interpreting the significance of the action, characters, themes, and literary devices used by the author. Emphasis is placed on writing, both as a way of discovering ideas and as a way of expressing knowledge of the reading material. Students are expected to be actively engaged in responding to the literature. As students read, discuss, and write about the literature, they should gain a better understanding of themselves and the world they live in.

Upon successful completion of ENG 272G, the student should be able to:

1. Analyze a work of literature as a reflection of its cultural and historical context.
2. Identify major themes in a work of literature and explore their implications.
3. Analyze structure; explain how form contributes to meaning.
4. Evaluate the artistic merits of literary works and the artistic achievements of writers.
5. Use literary evidence to support interpretations and ideas regarding literary works.
6. Produce clear and effective written responses to literature.
7. Describe the cultural diversity of worldviews expressed in literary works.
8. Identify some of the major archetypal patterns in literature.
9. Relate the significance of archetypal patterns in literature to their cultural contexts.
10. Write papers on different literary problems related to archetypal patterns in literature.

**ENG 272M Culture and Literature: Cross-Cultural Perspectives: Literature of Hawai'i, Oceania, and Asia (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100 or consent of instructor.*

ENG 272M engages students in the study and interpretation of selected literary works of Hawai'i, Oceania, and Asia, focusing on the interaction between and among peoples and cultures as reflected in literature and exploring such themes as place and identity, migration and colonization, conflicts among cultural norms and ideals, and responses to change (resistance, assimilation, alienation, transformation). Course work includes critical thinking skills related to interpreting the significance of the action, characters, themes, and literary devices used by the author. Emphasis is placed on writing, both as a way of discovering ideas and as a way of expressing knowledge of the reading material. Students are expected to be actively engaged in responding to the literature. As students read, discuss, and write about the literature, they should gain a better understanding of themselves and the world they live in.

Upon successful completion of ENG 272M, the student should be able to:

1. Analyze a work of literature as a reflection of its cultural and historical context.
2. Identify major themes in a work of literature and explore their implications.
3. Analyze structure; explain how form contributes to meaning.
4. Evaluate the artistic merits of literary works and the artistic achievements of writers.

5. Use literary evidence to support interpretations and analysis of literary works.
6. Produce clear and effective written responses using literary terms to analyze literary work.
7. Describe the cultural diversity of worldviews expressed in literary works.
8. Identify the literary achievements of selected writers and storytellers of Hawai'i, Oceania, and Asia.
9. Examine both the universality of human experience as well as the qualities that make a particular ethnic or cultural group distinct.
10. Write papers on different literary problems related to cross-cultural perspectives.

**ENG 272N Introduction to Literature: Culture and Literature: Literature and Film (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100 or consent of instructor.*

ENG 272N examines the relationships between literature and cinematic adaptations of literature. Course work includes critical thinking skills related to interpreting the significance of the action, characters, themes, and literary devices used by the author. Emphasis is placed on writing, both as a way of discovering ideas and as a way of expressing knowledge of the reading material. Students are expected to be actively engaged in responding to the literature. As students read, discuss, and write about the literature, they should gain a better understanding of themselves and the world they live in.

Upon successful completion of ENG 272N, the student should be able to:

1. Analyze a work of literature as a reflection of its cultural and historical context.
2. Identify major themes in a work of literature and explore their implications.
3. Analyze structure; explain how form contributes to meaning.
4. Evaluate the artistic merits of literary works and the artistic achievements of writers.
5. Use literary evidence to support interpretations and analysis of literary works.
6. Produce clear and effective written responses using literary terms to analyze literary work.
7. Describe the cultural diversity of worldviews expressed in literary works.
8. Analyze a film with respect to the cultural contexts that have informed its production and both current and past reception.
9. Analyze significant literary works and their film adaptations and themes and techniques.
10. Use basic terminology particular to film analysis.

**ENG 272P Literature and Culture: Landscapes in Literature (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100 or consent of instructor.*

ENG 272P is a study of the relationship between humans and the natural environment as reflected in selected literature on themes such as portrayal of landscapes, sense of place, sustainability, and the changing environment and its effects on human experience. Course work includes critical thinking skills related to interpreting the significance of the action, characters, themes, and literary devices used by the author. Emphasis is placed on writing, both as a way of discovering ideas and as a way of expressing knowledge of the reading material. Students are expected to be actively engaged in responding to the literature. As students read, discuss, and write about the literature, they should gain a better understanding of themselves and the world they live in.

Upon successful completion of ENG 272P, the student should be able to:

1. Analyze a work of literature as a reflection of its cultural and historical context.
2. Identify major themes in a work of literature and explore their implications.
3. Analyze structure; explain how form contributes to meaning.
4. Evaluate the artistic merits of literary works and the artistic achievements of writers.
5. Use literary evidence to support interpretations and analysis of literary works.
6. Produce clear and effective written responses using literary terms to analyze literary work
7. Describe the cultural diversity of worldviews expressed in literary works.
8. Write papers on different literary problems related to landscapes in literature.

**ENG 272Q Culture and Literature: The Heroic Journey (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100 or consent of instructor.*

ENG 272Q is a study of heroes, heroines, antiheroes, and villains as treated in selected works of world literature and is deeply rooted in the discourse of archetypal and mythological investigations and critiques of these character types. Course work includes critical thinking skills related to interpreting the significance of the action, characters, themes, and literary devices used by the author. Emphasis is placed on writing, both as a way of discovering ideas and as a way of expressing knowledge of the reading material. Students are expected to be actively engaged in responding to the literature. As students read, discuss, and write about the literature,

they should gain a better understanding of themselves and the world they live in.

Upon successful completion of ENG 272Q, the student should be able to:

1. Analyze a work of literature as a reflection of its cultural and historical context.
2. Identify major themes in a work of literature and explore their implications.
3. Analyze structure; explain how form contributes to meaning.
4. Evaluate the artistic merits of literary works and the artistic achievements of writers.
5. Use literary evidence to support interpretations and ideas regarding literary works.
6. Produce clear and effective written responses to using literary terms to analyze literary work.
7. Describe the cultural diversity of worldviews expressed in literary works.
8. Write papers on different literary problems related to the study of the hero in literature.
9. Identify "hero themes" in the works studied.

**ENG 273 Introduction to Literature: Creative Writing and Literature (3) KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100 or consent of instructor.*

*Comment: A maximum of 6 credits of ENG 273 (Alpha) may be used as electives in the AA degree in Liberal Arts.*

ENG 273 (Alpha) studies significant works of selected genres through analytical and creative writing. Students are introduced to significant works of literature to improve their ability to understand and respond to such works, and to develop their analytic and interpretive skills. Course work includes both critical analysis and creative writing. Students will practice critical thinking skills related to interpreting literary devices used by creative writers and become involved in the process of creation of literary genres such as fiction, poetry, and creative nonfiction.

Upon successful completion of ENG 273 (Alpha), the student should be able to:

1. Identify and analyze the basic elements of imaginative writing in one's own work and in the creative works of others.
2. Produce creative writing of recognizable form and acceptable quality.
3. Produce clear and effective responses to literature, well-written creative work, and the artistic achievements of writers.
4. Identify and use writing processes -- planning, drafting, critiquing, revising, and editing.
5. Provide critiques and editorial advice to other writers.

**ENG 273C Creative Writing and Literature: Fiction and Poetry (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100 or consent of instructor.*

ENG 273C introduces students to the basic principles and practices of the literary arts through the analysis and interpretation of fiction and poetry, and then through their own creative writing. Students will read and discuss works of published authors and will focus on creating and developing their own stories and poems.

Upon successful completion of ENG 273C, the student should be able to:

1. Identify and analyze the basic elements of imaginative writing in one's own work and in the creative works of others.
2. Produce creative writing of recognizable form and acceptable quality.
3. Produce clear and effective responses to literature, well-written creative work, and the artistic achievements of writers.
4. Identify and use writing processes, planning, drafting, critiquing, revising, and editing.
5. Provide critiques and editorial advice to other writers.
6. Identify and analyze the basic elements of fiction and poetry.
7. Evaluate the artistic merits of well-written poems and short stories, and the artistic achievements of poets and fiction writers.
8. Produce effective writings in various forms of fiction and poetry.

**ENG 273N Introduction to Literature: Creative Writing & Literature: Creative Nonfiction (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100 or consent of instructor.*

ENG 273N focuses on introducing creative nonfiction as a literary genre, critical analysis and writing of various kinds of creative nonfiction, such as autobiography, biography, nature and travel writing, writing on historical and scientific subjects, and cultural criticism. Emphasis will be on logical, rhetorical, stylistic, and aesthetic concerns of the genre. Course work includes both critical analysis and creative writing. Students will practice critical thinking skills related to interpreting literary devices used by creative writers and become involved in the process of creation of literary genres such as fiction, poetry, and creative nonfiction.

Upon successful completion of ENG 273N, the student should be able to:

1. Identify and analyze the basic elements of imaginative writing in one's own work and in the creative work of others.
2. Produce creative writing of recognizable form and acceptable quality.

3. Produce clear and effective responses to literature, well-written creative work, and the artistic achievements of writers.
4. Identify and use writing processes -- planning, drafting, critiquing, revising, and editing.
5. Provide critiques and editorial advice to other writers.
6. Distinguish the characteristics of various sub-genres of creative nonfiction.
7. Analyze language, point-of-view and style in various texts and in own writing.
8. Analyze ways in which background, values and beliefs may affect the composition of and reaction to a text.
9. Produce clear and effective writings in various forms of creative nonfiction.

## **ETHNIC STUDIES**

### **ES 101 Introduction to Ethnic Studies (3) KCC AA/DS**

*3 hours per week*

*Prerequisite(s): Qualification for ENG 100.*

*Recommended preparation: MATH 82.*

ES 101 will explore basic concepts and theories for analyzing dynamics of ethnic group experiences, particularly those represented in Hawai'i, and their relation to colonization, immigration, gender, problems of identity, racism, and social class.

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

1. Define race and ethnicity, incorporating theoretical and contextual approaches.
2. Explain basic concepts and theories for analyzing dynamics of ethnic group experiences, particularly those represented in Hawai'i, and their relation to colonization, immigration, gender, problems of identity, and social class.

## **ENGLISH AS A SECOND LANGUAGE**

### **ESL 100 Composition I (3) KCC AA/FW**

*3 hours lecture per week*

*Prerequisite(s): Qualification for ESL 100 or a grade of "C" or higher in ENG 22 or successful completion of ESOL 94 or consent of instructor.*

*Comment: ESL 100 satisfies ENG 100 requirements at Kapi'olani Community College.*

ESL 100 focuses on critical reading and expository college-level writing within a framework designed for non-native speakers of English. This course provides extensive practice in the writing process through the composition and revision of essays and other forms of expository writing including analysis, interpretation and research writing based on sources. In this course, students practice identifying and applying linguistic devices used in effective written communication. By the end of the course, students will complete a minimum of 5000 words of finished prose, roughly equivalent to 20 typewritten pages.

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

1. Employ a writing process, which includes gathering information and exploring ideas, developing and supporting a point of view or thesis, organizing, revising, editing, and proofreading.
2. Produce different forms of college-level writing, such as narrative, analytical, and persuasive essays, whose content, organization, diction and style are effectively adapted to various writing situations, purposes, audiences, and subjects.
3. Analyze and evaluate the logic, evidence and strategies of an argument (written and/or presented in a visual or digital medium).
4. Analyze and interpret a literary work (non-fiction, fiction, poetry, or drama) or other textual material.
5. Find and evaluate information from a library, from the Internet, or from other sources; synthesize relevant findings in his/her own writing without plagiarizing.
6. Work effectively with fellow students and the instructor in providing and receiving written and verbal feedback on assigned work.
7. Write a coherent in-class response to an assigned question or topic.
8. Identify linguistic features, techniques and devices used by an author and apply these to produce clear, coherent prose that effectively accomplishes an established purpose for a specified audience.

## **ENGLISH FOR SPEAKERS OF OTHER LANGUAGES**

### **ESOL 90F Beginning English for Speakers of Other Languages (7) Fall**

*4 hours lecture, 6 hours lecture/lab per week*

*Prerequisite(s): Qualification for ESOL 90 or a grade of "CR" in ESOL 90F or a grade of "CR" in ESOL 90S or consent of instructor. With consent of instructor, students can self-place if they feel that their language proficiency is at the basic level.*

*Comment: Offered Fall Semester only. ESOL 90F is repeatable for credit with no maximum credit limit. Special grading options are NC (earns no credit for the course and must enroll in another semester of ESOL 90F/ESOL 90S), CR (earns credit for the course but must enroll in another semester of ESOL 90F/ESOL 90S), and CR+ (earns credit for the course and is eligible for ESOL 92F/ESOL 92S).*

ESOL 90F provides for accelerated language development of academic English for beginning and high-beginning speakers who are preparing for entrance into ENG 100/ESL 100 and other college-level courses. This course includes basic grammar structures, vocabulary development, writing at the paragraph level, and aspects of academic and American culture. The course also provides a writing workshop that will include using Internet resources and www 2.0 tools like blogs, discussion boards, and wikis.

Upon successful completion of ESOL 90F, the student should be able to:

1. Independently write substantially error-free, well-organized, and coherent evidence-based academic essays, totaling 10 pages (2500 words) of revised prose.

### **ESOL 90S Beginning English for Speakers of Other Languages (7) Spring**

*4 hours lecture, 6 hours lecture/lab per week*

*Prerequisite(s): Qualification for ESOL 90 or a grade of "CR" in ESOL 90F or a grade of "CR" in ESOL 90S or consent of instructor. With consent of instructor, students can self-place if they feel that their language proficiency is at the basic level.*

*Comment: Offered Spring semester only. ESOL 90S is repeatable for credit with no maximum credit limit. Special grading options are NC (earns no credit for the course and must enroll in another semester of ESOL 90F/ESOL 90S), CR (earns credit for the course but must enroll in another semester of ESOL 90F/ESOL 90S), and CR+ (earns credit for the course and is eligible for ESOL 92F/ESOL 92S).*

ESOL 90S provides for accelerated language development of academic English for beginning and high-beginning speakers who are preparing for entrance into ENG 100 / ESL 100 and other college-level courses. This course includes basic grammar structures, vocabulary development, writing at the paragraph level, and aspects of academic and American culture. The course also provides a writing workshop that will include using Internet resources and www 2.0 tools such as blogs, discussion boards, and wikis.

Upon successful completion of ESOL 90S, the student should be able to:

1. Independently write substantially error-free, well-organized and coherent evidence-based academic essays, totaling 10 pages (2500 words) of revised prose.

### **ESOL92F Intermediate ESOL (7) Fall**

*4 hours lecture, 6 hours lecture/lab per week*

*Prerequisite(s): Qualification for ESOL 92 or a grade of "CR+" in ESOL 90F or a grade of "CR+" in ESOL 90S or a grade of "CR" in ESOL 92F or a grade of "CR" in ESOL 92S or consent of instructor.*

*Comment: ESOL 92F is offered in the fall semester only. ESOL 92F is repeatable for credit with no maximum limit. ESOL 92F may not be audited. Special grading options are NC (earns no credit for the course and must enroll in another semester of ESOL 92F/92S), CR (earns credit for the course but must enroll in another semester of ESOL 92F/92S), and CR+(earns credit for the course and is eligible for ESOL 94F/94S).*

ESOL 92F provides for accelerated language development of academic English for intermediate speakers who are preparing for entrance into ENG 100, ESL 100 and other college-level courses. The course mainly focuses on academic writing. Instruction includes opportunities to use intermediate grammar structures, for vocabulary development, to do academic writing, and to develop language.

Upon successful completion of ESOL 92F, the student should be able to:

1. Independently write substantially error-free, well organized, and coherent evidence-based academic essays, totaling 15 pages (3750 words) of revised prose.

### **ESOL 92S Intermediate ESOL (6) Spring**

*4 hours lecture, 8 hours lecture/lab per week*

*Prerequisite(s): Qualification for ESOL 92 or a grade of "CR+" in ESOL 90F or a grade of "CR+" in ESOL 90S or a grade of "CR" in ESOL 92F or a grade of "CR" in ESOL 92S or consent of instructor.*

*Comment: ESOL 92S is offered in the spring semester only. ESOL 92S is repeatable for credit with no maximum limit. Special grading options are NC (earns no credit for the course and must enroll in another semester of ESOL 92S/92S), CR (earns credit for the course but must enroll in another semester of ESOL 92F/92S), and CR+ (earns credit for the course and is eligible for ESOL 94F/94S).*



ESOL 92S provides for accelerated language development of academic English for intermediate speakers who are preparing for entrance into ENG100/ESL 100 and other college-level courses. The course mainly focuses on academic writing. Instruction includes opportunities to use intermediate grammar structures, for vocabulary development, to do academic writing, and to develop language.

Upon successful completion of ESOL 92S, the student should be able to:

1. Independently write substantially error-free, well organized, and coherent evidence-based academic essays, totaling 15 pages (3750 words) of revised prose.

### **ESOL 94F Advanced ESOL (7) (Fall)**

*4 hours lecture, 6 hours lecture/lab per week*

*Prerequisite(s): Qualification for ESOL 94 or a grade of "CR+" in ESOL 92F or a grade of "CR+" in ESOL 92S or a grade of "CR" in ESOL 94F or a grade of "CR" in ESOL 94S or a TOEFL score over 500 or consent of instructor.*

*Comment: ESOL 94F is repeatable for credit with no maximum credit limit. ESOL 94F may not be audited. ESOL 94F may not be taken for a letter grade. Special grading options are NC (earns no credit for the course and must enroll in another semester of ESOL 94F/ESOL 94S), CR (earns credit for the course but must enroll in another semester of ESOL 94F/ESOL 94S), and CR+ (earns credit for the course and is eligible for ESL/ENG 100 or ENG 160).*

ESOL 94F provides for accelerated language development of academic English for advanced speakers who are preparing for entrance into ENG 100, ESL 100 and other college-level courses. This course provides intensive practice in academic reading and writing.

Upon successful completion of ESOL 94F, the student should be able to:

1. Independently write substantially error-free, well organized, and coherent evidence-based academic essays, totaling 20 pages of revised prose.

### **ESOL 94S Advanced ESOL (7) (Spring)**

*4 hours lecture, 6 hours lecture/lab per week*

*Prerequisite(s): Qualification for ESOL 94 or a grade of "CR+" in ESOL 92F or a grade of "CR+" in ESOL 92S or a grade of "CR" in ESOL 94F or a grade of "CR" in ESOL 94S or a TOEFL score over 500 or consent of instructor.*

*Comment: ESOL 94S is repeatable for credit with no maximum credit limit. ESOL 94S may not be audited. ESOL 94S may not be taken for a letter grade. Special grading options are NC (earns no credit for the course and must enroll in another semester of ESOL 94F/ESOL 94S), CR (earns credit for the course but must enroll in another semester of ESOL 94F/ESOL 94S), and CR+ (earns credit for the course and is eligible for ESL/ENG 100 or ENG 160).*

ESOL 94S provides for accelerated language development of academic English for advanced speakers who are preparing for entrance into ENG 100, ESL 100 and other college-level courses. This course provides intensive practice in academic reading and writing.

Upon successful completion of ESOL 94S, the student should be able to:

1. Independently write substantially error-free, well organized, and coherent evidence-based academic essays, totaling 20 pages of revised prose.

## **ENTREPRENEURSHIP**

### **ENT 125 Starting a Business (3)**

*3 hours lecture per week*

ENT 125 focuses on the structure and operation of the business environment and incorporates topics of business decision-making processes, marketing assessments, business financing and accounting, human resources, ethics, and government regulations. This course comprises the development of a business plan. ENT 125 is highly suitable for those who wish to start or are currently operating their own business.

Upon successful completion of ENT 125, the student should be able to:

1. Demonstrate the application of principles, concepts, and requirements of Business operations/management including the major functional areas of human resources, marketing, finance, operations, accounting.
2. Relate the importance of relevant regulations, ethics, and laws for the selected business practices.
3. Identify and adopt entrepreneurship characteristics as it applies to oneself in the business market.
4. Differentiate among the various types of business (sole proprietorship, corporations, partnerships, Limited Liability

- Company (LLC), etc.) and business practices in Hawai'i.
5. Perform marketing analysis using marketing strategies and research methodologies.
  6. Develop a comprehensive formal business plan.

**ENT 130 Marketing for the Small Business (3)**

*3 hours lecture per week*

*Recommended Preparation: ENG 50 or ENG 100 or ENG 160.*

ENT 130 is a marketing course covering key concepts and issues underlying the modern practice of marketing for the small business. The course provides a clear understanding of marketing's role in the management of a small business. The course covers marketing terminology, consumer-oriented approach to marketing, channels of distribution, correct usage of methods in marketing research, concepts and practices of retailing, wholesaling, and physical distribution, role of marketing communication, correct usage of procedures in personal selling, and principles and practices of marketing organization.

Upon successful completion of ENT 130, the student should be able to:

1. Apply concepts and principles of marketing strategies for the small business.
2. Apply concepts and principles of product strategies.
3. Apply concepts and principles of price strategies.
4. Apply concepts and principles of promotion strategies.
5. Apply concepts and principles of place strategies.
6. Develop a viable marketing plan.

**ENT 150 Basic Accounting and Finance for Entrepreneurs (3)**

*3 hours lecture per week*

*Recommended Preparation: Qualification for MATH 82 or qualification for a higher-level mathematics course.*

ENT 150 introduces accounting concepts and principles, procedures and systems for the Entrepreneur. Application skills include recording, summarizing, reporting, analyzing and using accounting information for a small business. The development of a financial plan for a small business will incorporate the basic concepts of financial statement and financial planning.

Upon successful completion of ENT 150, the student should be able to:

1. Apply concepts and principles of accounting and finance for the small business.
2. Use accounting software program to record and maintain financial records and to prepare financial documents and reports.
3. Explain the importance of establishing an accurate and timely record keeping system.
4. Compute value of inventory Last In, First Out (LIFO), First In, First Out (FIFO) and weighted average.
5. Distinguish between short- and long-term financing.
6. Describe advantages and disadvantages of various sources of capital.
7. Differentiate the basic financial reports - Balance Sheet, Income Statement, Statement of Owner's Equity and the Statement of Cash Flow.
8. Analyze financial statements and compute ratios to enhance the decision making process and the management of the business.
9. Create pro forma financial statements/plan and maintain a set of accounting books.
10. Explain the importance of cash management and methods of financing growth and expansion to the success of the small business.
11. Identify the process in raising capital to launch or expand a business.
12. Analyze business opportunities using the concepts of risk factors and return on investment.

## EXERCISE AND SPORT SCIENCE

### ESS 100 Introduction to Wellness and Fitness (3) KCC AA/DB

3 hours lecture per week

Recommended Preparation: BIOL 130 or ZOOL 141.

Comment: Letter grade and audit only. ESS 100 may not be taken credit/no credit. ESS 100 is repeatable for a maximum of six credits. Permission is required for a student to repeat ESS 100.

ESS 100 explores the concept of wellness and fitness. The course is designed to provide students with the knowledge and skills to improve their own quality of life. The course provides clear and objective research-based information pertinent to personal wellness, behavior change, exercise, nutrition, weight management, disease prevention, stress management, and health risk reduction.

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

1. Describe and contrast the normal chronic responses to cardiovascular versus resistance exercise.
2. Explain the physiologic principles related to warm-up and cool-down.
3. Explain the common theories of muscular fatigue and delayed-onset muscle soreness (DOMS).
4. Contrast rest, sub-maximal exercise, and maximal exercise in terms of physiological adaptation following chronic aerobic & anaerobic exercise.
5. Apply the principle of specificity and reversibility and explain their application to improving fitness and implications for fitness programming.
6. Compare Isotonic, isometric, isokinetic, concentric, and eccentric muscle contractions.
7. Contrast muscular hypertrophy, atrophy, and hyperplasia.
8. Explain the following terms: shin splints, sprain, strain, tennis elbow, bursitis, stress fracture, tendonitis, patello-femoral pain syndrome, low back pain, plantar fasciitis, and rotator cuff tendonitis.
9. Analyze the potential risks associated with: straight-leg sit-ups, double leg raises, full squats, hurdler's stretch, yoga plow, forceful back hyperextension, and standing bent-over toe touch.
10. Analyze the risk-factor concept of coronary artery disease (CAD), the influence of heredity and lifestyle on the development of CAD, and how CAD risk factors may be favorably modified by physical activity.
11. Explain how lifestyle factors - including nutrition, physical activity, and heredity influence blood lipid and lipoprotein (i.e., cholesterol: high-density lipoprotein and low-density lipoprotein) profiles.
12. Explain the physiological basis for improvements in flexibility, cardiovascular fitness, muscular strength, muscular endurance, and body composition.
13. Analyze the principles of overload and progression and how they relate to exercise prescription.
14. Analyze modifications of exercise programming for participation at altitude, in different ambient temperatures, in a humid environment, and taking into consideration levels of environmental pollution.
15. Evaluate the importance of Activities of Daily Living (ADLs) in contributing to the overall health of the individual.
16. Demonstrate ability to model and prescribe appropriate exercise for improving range of motion of all major joints.
17. Compare and contrast the amount of physical activity required for health benefits and the amount required for fitness development.
18. Demonstrate the ability to determine training heart rates using two methods: Percentage of age-predicted maximum heart rate and heart rate reserve (Karvonen).
19. Apply training principles so as to distinguish between the goals of an athlete and an individual exercising for general health.
20. Demonstrate exercises designed to safely enhance muscular strength or endurance.
21. Apply the number of kilocalories per gram of carbohydrate, fat, protein, and alcohol to dietary food consumption.
22. Define the following terms: obesity, overweight, percent fat, body mass index (BMI), lean body mass, anorexia nervosa, bulimia nervosa, and body fat distribution.
23. Explain the relationship between body composition and health based on epidemiological data.
24. Explain the Female Athlete Triad and its effects on health.
25. Apply the behavioral strategies to enhance exercise and health behavior change (e.g. reinforcement, goal setting, social support).
26. Apply the stages of motivational readiness and effective strategies that support and facilitate behavioral change.
27. Analyze the common obstacles that interfere with adherence to an exercise program and strategies to overcome these obstacles.
28. Identify, clarify, and set realistic behavioral goals for clients (e.g. S.M.A.R.T. goals).
29. Define the term wellness and its relationship to health and disease.
30. Identify major muscles involved in movement and exercise training.
31. Apply relaxation techniques to stress reduction/management.

32. Apply principles of behavior modification to assessing and reducing: stress risk, risk of common injuries, risk of back injury, cancer risk, addictive behaviors, risk of acquiring a sexually transmitted disease.
33. Explain the following: musculoskeletal injuries: contusions, sprains, strains, and fractures.
34. Summarize the effects on wellness of the following cardiovascular conditions: tachycardia, bradycardia, hypotension/hypertension, and tachypnea.
35. Distinguish between the following metabolic abnormalities: Fainting/syncope, hypoglycemia/hyperglycemia, and hypothermia/hyperthermia.
36. Apply the kilocalories equivalent of losing one pound of body fat to weight loss/management goals.

**ESS 140 Anatomy and Physiology for Fitness Professionals (3) Fall**

*3 hours lecture per week*

*Corequisite(s): ESS 190 and ESS 253 and ESS 253L.*

*Comment: Letter grade only. ESS 140 may not be audited. ESS 140 may not be taken credit/no credit. ESS 140 is offered in the fall semester only.*

ESS 140 presents those systems in human anatomy and physiology that relate most directly to the knowledge needed by individuals working in a fitness or sport performance setting. This course includes a study of the skeletal, muscular, respiratory, circulatory, and nervous systems along with a section on metabolism. The emphasis of this course will be to guide students towards acquiring the foundational knowledge they need in order to understand the acute and chronic adaptations to exercise and physical activity.

Upon successful completion of ESS 140, the student should be able to:

1. Explain the basic structure of bone, skeletal muscle, and connective tissue.
2. Describe the functional relationship between the musculoskeletal, cardiovascular, and pulmonary systems.
3. Explain the basic anatomy of the cardiovascular & respiratory systems.
4. Explain the terms lordosis, scoliosis, and kyphosis.
5. Explain the difference between aerobic and anaerobic metabolism.
6. Explain the normal acute responses to cardiovascular exercise.
7. Explain the normal chronic responses to resistance training.
8. Identify the major muscles trained for improved strength, power, & performance.
9. Identify the major bones that major muscles attach to.
10. Explain the classification of the types of joints in the body.
11. Explain the terms: hypertrophy, atrophy, and hyperplasia.
12. Explain the physiologic basis for: flexibility, cardiovascular fitness, muscular strength, muscular endurance, and body composition.
13. Explain the anatomical components used during a Valsalva maneuver and its associated risks.
14. Explain the following musculoskeletal injuries: contusions, sprains, strains, and fractures.
15. Explain the following cardiovascular complications: tachycardia, bradycardia, hypotension/hypertension, and tachypnea.
16. Explain the following metabolic abnormalities: Syncope, hypoglycemia, hyperglycemia, hypothermia, and hyperthermia.
17. Discuss the effects of aging on the musculoskeletal and cardiopulmonary systems.
18. Explain how metabolic processes contribute to the ability to engage in exercise and sport.
19. Explain how lifestyle factors - including nutrition, physical activity, and heredity - influence blood lipid and lipoprotein (i.e., cholesterol: high-density lipoprotein and low-density lipoprotein) profiles.

**ESS 180 Introduction to Careers in Exercise Science (3) Fall**

*3 hours lecture per week*

*Corequisite(s): ESS 100; and ESS 140 or ZOOL 141; and ESS 190 and ESS 253 and ESS 253L.*

*Comment: Letter grade only. ESS 180 may not be audited. ESS 180 may not be taken credit/no credit. ESS 180 is offered in the fall semester only.*

ESS 180 will introduce students to a variety of career pathways related to Exercise Science and Sports Science.

Upon successful completion of ESS 180, the student should be able to:

1. Describe the emergence of exercise science as an academic discipline from a historical perspective.
2. Summarize the anatomical and physiological systems approach of exercise science.
3. Compare and contrast the normal acute responses to cardiovascular exercise versus resistance exercise.
4. Distinguish between exercise physiology and clinical exercise physiology and their integration into the discipline of exercise science and sports medicine.
5. Describe the role of the strength and conditioning specialist as part of the athletic performance team.

6. List the personal, professional, and educational requirements within the field of personal training.
7. State how athletic training is integrated into the healthcare delivery system.
8. Describe how sports nutrition is integrated into the discipline of exercise science.
9. Explain how psychology is applied to the discipline of exercise science. Explore the history of human motor behavior and its contributions to exercise science.
10. Analyze how biomechanics is integrated into the discipline of exercise science and sports.
11. Analyze the risk-factor concept of coronary artery disease (CAD) and the influence of heredity and lifestyle on the development of CAD.
12. Discern between several different subdisciplines and career pathways in exercise science and sports medicine.
13. Identify the various instruments used for exercise testing in both clinical and fitness settings and how the data collected from such equipment is used.
14. Summarize the career and professional issues in exercise science related to level of education, professional certification, licensure, continuing education, membership in professional organizations, and potential employment.
15. Give an informed opinion on the future course that the study of and careers in exercise science may take.

**ESS 190 Introduction to Fitness Training (1) Fall**

*3 hours lab per week*

*Corequisite(s): ESS 140 and ESS 253 and ESS 253L.*

*Comment: Letter grade only. ESS 190 may not be audited. ESS 190 may not be taken credit/no credit. ESS 190 is offered in the fall semester only.*

ESS 190 introduces students to safe and effective resistance, cardiovascular, and flexibility exercises with the goal of improving fitness. The format of the course is a brief lecture followed by a one-hour lab during which students are guided through the demonstration, practice, and supervision of various exercise modalities.

Upon successful completion of ESS 190, the student should be able to:

1. Demonstrate the procedures for conducting a pre-exercise evaluation, warm-up, aerobic exercise, cool-down, and muscular fitness, and flexibility exercises.
2. Explain and implement exercise prescription guidelines for apparently healthy clients or those who have medical clearance to exercise.
3. Explain the physiologic principles related to warm-up and cool-down.
4. Demonstrate which major muscles are commonly trained for improved strength, power, and performance.
5. Demonstrate exercises designed to safely enhance muscular strength or endurance.
6. Compare the advantages and disadvantages of implementing interval, continuous, and circuit training programs.
7. Demonstrate the ability to design training programs using interval, continuous, and circuit training programs.
8. Demonstrate the safe use of a wide variety of conditioning exercises and contrast proper and improper technique in the use of equipment such as stability balls, BOSU balls, elastic bands, medicine balls, weights, etc.
9. Apply the appropriate intensity, duration, frequency, and type of physical activity to the prescription of exercise for the development of cardiorespiratory fitness in an apparently healthy population.
10. Compare proper and improper technique in the use of cardiovascular conditioning equipment (e.g., stair-climber, stationary cycles, treadmills, and elliptical trainers.)
11. Explain the importance of appropriate clothing, shoes, progression, and acclimatization to injury prevention during cardiorespiratory exercise.
12. Demonstrate a wide variety of conditioning exercises that promote improvements in agility, balance, coordination, reaction time, speed, and power.
13. Demonstrate a variety of plyometric exercises and be able to determine when such exercises would be inappropriate to perform.
14. Demonstrate the ability to evaluate, prescribe, and demonstrate appropriate exercise for improving range of motion of all major joints.
15. Demonstrate the ability to model and prescribe the appropriate use of a foam roller for improving flexibility.
16. Demonstrate the ability to record exercise sessions and perform periodic evaluations to assess changes in fitness status.
17. Demonstrate the various methods used to establish the level of exercise intensity using heart rate and rate of perceived exertion (RPE), and METs.
18. Explain the concept of exercise progression and be able to instruct a client regarding proper progression for all major muscle groups to improve muscular fitness.
19. Demonstrate the ability to adapt frequency, intensity, duration, mode, progression, level of supervision, and monitoring techniques in exercise programs for apparently healthy clients or those who have medical clearance to exercise.
20. Apply training principles so as to distinguish goals between an athlete and an individual exercising for general health.

**ESS 215 Professional Issues in Fitness (3) Spring**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in ESS 100; and a grade of "C" or higher in ESS 140 or a grade of "C" or higher in ZOOL 141; and a grade of "C" or higher in ESS 190 and a grade of "C" or higher in ESS 253 and a grade of "C" or higher in ESS 253L.*

*Corequisite(s): ESS 254 and ESS 254L and ESS 273 and ESS 280 and ESS 290 and ESS 294E.*

*Comment: Letter grade only. ESS 215 may not be audited. ESS 215 may not be taken credit/no credit. ESS 215 is offered in the spring semester only.*

ESS 215 provides an overview of the field of personal training. It will also explore the professional and interpersonal skills needed to ensure a successful relationship between a health fitness professional and her/his client.

Upon successful completion of ESS 215, the student should be able to:

1. Contrast the Certified Personal Trainer's responsibilities, limitations, and the legal implications of carrying out emergency procedures.
2. List the precautions taken by the trainer to reduce the client's risk of injury when using exercise equipment.
3. Analyze the legal implications of documented safety procedures, the use of incident documents, and ongoing safety training.
4. Apply the appropriate emergency procedures (i.e. telephone procedures, written emergency procedures, personnel responsibilities) in a health fitness setting.
5. Analyze the Certified Personal Trainer's scope of practice and role in administration/program management within a health/fitness facility.
6. Apply the appropriate documentation required when a client shows abnormal signs or symptoms during an exercise session and should be referred to a physician.
7. Explain professional liability and list the most common types of negligence seen in training environments.
8. Contrast the practical and legal ramifications of the employee vs. independent contractor classifications as they relate to the Certified Personal Trainer.
9. Compare the appropriate professional responsibilities, practice standards, and ethics in relationships dealing with clients, employers, and other allied health/medical/fitness professionals.
10. Identify cardiovascular, respiratory, metabolic, and musculoskeletal risk factors that may require further evaluation by medical or allied health professionals before participation in physical activity.
11. Describe the steps taken in preparation for the initial client consultation.
12. Apply American College of Sport Medicine risk stratification guidelines to requiring a medical clearance prior to beginning an exercise test or before participating in an exercise program.
13. Compare the relative and absolute contraindications to exercise testing and exercise participation.
14. Analyze the limitations of informed consent and medical clearance.
15. Analyze interpersonal limitations when working with clients one-on-one.
16. Demonstrate leadership techniques appropriate for working with participants of all ages.
17. Apply the behavioral strategies to enhance exercise and health behavior change (e.g. reinforcement, goal setting, social support).
18. Apply effective teaching attributes to personal training.
19. Apply the stages of motivational readiness and effective strategies that support and facilitate behavioral change.
20. Compare and contrast the three stages of learning: cognitive, associative, and autonomous.
21. Compare the various techniques used to enhance motivation (e.g. posters, recognition, bulletin boards, games, competitions).
22. Compare and contrast the different types of learners (e.g. auditory, visual, kinesthetic) and apply the appropriate teaching and training techniques to optimize an exercise training session.
23. Compare the different types of feedback and demonstrate the ability to use communication skills to optimize a client's training session.
24. Analyze the common obstacles that interfere with adherence to an exercise program and strategies to overcome these obstacles.
25. Analyze the critical components of a comprehensive informed consent.
26. Give examples of the various professional organizations, resources and certifications in the health fitness industry.
27. List effective strategies for establishing professional relationships with Health Care providers.

28. Design exercise programs that are appropriate for special populations (e.g. pregnancy, seniors, diabetics, etc.)
29. Define and give examples of intrinsic and extrinsic reinforcement.

**ESS 253 Functional Anatomy for Fitness Professionals (3) Fall**

*3 hours lecture per week*

*Corequisite(s): ESS 140 and ESS 190 and ESS 253L.*

*Recommended Preparation: BIOL 101 or a higher-level biology course or ZOOL 101 or a higher-level zoology course.*

*Comment: Letter grade only. ESS 253 may not be audited. ESS 253 may not be taken credit/no credit. ESS 253 is offered in the fall semester only.*

ESS 253 examines the structure and function of human skeletal muscle and how it contributes to the mechanics of human movement. As the moving part of the musculoskeletal system, this course will focus on the structure and function of human skeletal muscle from its microscopic structure to its function as a whole muscle. Adaptations of the musculoskeletal system to external stressors and varying amounts of neural recruitment will also be considered. Finally, changes in both the structure and function of the musculoskeletal system during the aging process will be developed.

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

1. Explain the implications for development and maintenance of muscular force and velocity when sarcomeres are arranged in parallel or in series.
2. List the levels of integration of skeletal muscle structure, from subcellular components to whole muscle.
3. State the functional significance of the major sarcomeric proteins as they relate to muscular contraction.
4. Recite the series of events that occur at the neuromuscular junction that permit skeletal muscle cells to contract and produce force and velocity about a joint.
5. Describe the steps involved in the cross-bridge cycle as they relate to the development and maintenance of force and velocity during joint movement.
6. List the components and functional significance of motor units as they relate to the development and maintenance of muscular force and velocity during joint movement.
7. Compare the functional relationships between: a) velocity and duration; b) velocity and force; and c) force and duration.
8. Analyze the anatomical and functional implications of skeletal muscle fiber architecture as it relates to the development and maintenance of force and velocity during muscular contraction.
9. Summarize the basic events involved in skeletal muscle development in utero.
10. Explain the changes that occur to skeletal muscle during the aging process as it relates to the development and maintenance of muscular force and velocity during joint movement.
11. Describe the adaptations that skeletal muscle will undergo as a result of chronic physical activities with a bias toward high levels of neural recruitment of skeletal muscle fibers.
12. Describe the adaptations that skeletal muscle will undergo as a result of chronic physical activity with a bias toward high levels of muscular force development.
13. Explain the process of skeletal muscle damage that is associated with vigorous resistance training.
14. Summarize the physiologic basis for muscular hypertrophy as an adaptation to chronic resistance training.
15. Demonstrate the three classes of human joint levers and the mechanical advantage associated with each type of lever.
16. Describe the basic structure of bone, skeletal muscle, and connective tissue.
17. Apply the physiologic principles involved in promoting muscular strength & endurance gains.
18. Compare muscular hypertrophy, atrophy, and hyperplasia.
19. Apply biomechanical principles to the performance of walking and running.
20. Describe the progressive muscular adaptations to resistance training and the implications on program design and periodization.

**ESS 253L Functional Anatomy for Fitness Professionals Laboratory (1) Fall**

*3 hours lecture/lab per week*

*Corequisite(s): ESS 140 and ESS 190 and ESS 253.*

*Recommended preparation: BIOL 101 or a higher-level biology course or ZOOL 101 or a higher-level zoology course.*

*Comment: Letter grade only. ESS 253L may not be audited. ESS 253L may not be taken credit/no credit. ESS 253L is offered in the fall semester only.*

ESS 253L, Functional Anatomy for Fitness Professionals Laboratory is the lab that accompanies ESS 253. This lab will involve presentations of musculoskeletal and neuromuscular anatomy. A majority of the time in this lab will be dedicated to working with anatomical models, learning how to quantify movement at each major joint, and the student's active work towards learning the arrangement and function of the bones, muscles, and nerves at each major joint and how these structures contribute to movement in sport and exercise. Practical written and oral exams will be used to test each student's knowledge and understanding.

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

1. Explain Isotonic, isometric, isokinetic, concentric, and eccentric muscle contractions.
2. Be able to identify the muscles trained for improved strength, power, & performance.
3. Describe the primary action and joint range of motion for each major muscle group.
4. Explain interrelationships among COG, base of support, balance, stability, & alignment.
5. Demonstrate the ability to assess body alignment and recognize postural abnormalities that may affect exercise performance.
6. Demonstrate the proper method to measure and quantify joint range of motion during passive and active joint movements.
7. Use the three planes and axes of human motion to explain human movement in kinesiological terms.
8. Identify the major bones and skeletal muscles that comprise and surround the spinal column.
9. Identify the major nerve(s), bones, skeletal muscles, and actions that comprise and surround the talocrural, and subtalar joints.
10. Identify the major nerve(s), bones, skeletal muscles, and actions that comprise and surround the glenohumeral joint.
11. Identify the major nerve(s), bones, skeletal muscles, and actions that comprise and surround the femoroacetabular joint.
12. Identify the major nerve(s), bones, skeletal muscles, and actions that comprise and surround the patellofemoral joint.
13. Identify the major nerve(s), bones, skeletal muscles, and actions that comprise and surround the humeroulnar, humeroradial, and radioulnar joint complex.
14. Explain the following terms: shin splints, sprain, strain, tennis elbow, bursitis, stress fracture, tendonitis, patello-femoral pain syndrome, low back pain, plantar fasciitis, and rotator cuff tendonitis.
15. Explain the potential risks associated with performing: straight-leg sit-ups, unsupported, standing hip and lumbar flexion, double leg raises, full squats, a hurdler's stretch, the yoga plow, and resisted lumbar hyperextension.

**ESS 254 Physiological Principles for Exercise and Sport Training (3)**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in ESS 100; and a grade of "C" or higher in ESS 140 or a grade of "C" or higher in ZOOL 141; and grade of "C" or higher in ESS 180 and a grade of "C" or higher in ESS 190 and a grade of "C" or higher in ESS 253 and a grade of "C" or higher in ESS 253L.*

*Corequisite(s): ESS 215 and ESS 273 and ESS 280 and ESS 290 and ESS 294E.*

ESS 254 provides students with the physiological basis for the adaptations of the human body to exercise. The scientific principles presented in this course serve as the foundation for prescribing safe and effective exercise to apparently healthy individuals or those with a controlled disease. The competencies of ESS 254 are aligned with the knowledge, skills, and abilities of recognized and respected national certifying organization.

Upon successful completion of ESS 254, the student should be able to:

1. Analyze the unique physiological, functional, psychological, and exercise programming considerations associated with exercise for older adults.
2. Explain how research contributes to the body of knowledge in exercise science and guides safe and effective exercise programming.
3. Apply the guiding principles (e.g. specificity) in exercise science to safe and effective exercise programming for the improvement of physical fitness or improves performance in sport.
4. Provide a sound rationale for the use of pre-training exercise testing for risk stratification and safe and effective exercise prescription.
5. Explain the common theories of muscular fatigue and delayed-onset muscle soreness (DOMS).
6. Describe the anatomical and physiological features of the muscular, nervous, cardiovascular, respiratory, and endocrine systems in terms of their roles in and adaptations to exercise.



7. Recommend appropriate rehydration strategies for the maintenance of fluid and electrolyte balance during exercise.
8. Analyze the physiological response to physical activity at altitude, in different ambient temperatures, in a humid environment, in different levels of environmental pollution, and make appropriate modifications of exercise programming.
9. Summarize the bioenergetics entailed in muscle metabolism during aerobic and anaerobic exercise.
10. Analyze the advantages and limitations of various body composition techniques.
11. Describe and contrast the normal acute physiological responses and chronic physiological adaptations to cardiovascular exercise versus resistance exercise.
12. Recommend the appropriate frequency, intensity, time, and type of exercise for improving muscular strength, size, endurance, and power.
13. Apply methods of periodization to exercise programming towards the achievement of specific fitness and/or sports performance goals.
14. Contrast the physical and psychological signs and symptoms of overtraining and give recommendations for avoiding or correcting this condition.
15. Analyze the benefits and risks associated with resistance & endurance exercise for general and special populations.
16. Analyze the unique physiological, functional, psychological, and exercise programming considerations associated with exercise for children, people in various states of disease, pregnant women, and persons who are overweight or obese.
17. Analyze the unique physiological, functional, psychological, and exercise programming considerations associated with exercise for seniors.

**ESS 254L Physiological Principles for Exercise and Sport Training Lab (1)**

*3 hours lab per week*

*Prerequisite(s): ESS 100 and ESS 140 and ESS 180 and ESS 190 and ESS 253 and ESS 253L.*

*Corequisite(s): ESS 215 and ESS 254 and ESS 273 and ESS 280 and ESS 290 and ESS 294E.*

ESS 254L (laboratory) builds upon the knowledge and understanding that students gain in ESS 254 (lecture) regarding the physiological foundations for the adaptations of the human body to exercise. The lab accomplishes this by helping students gain the technical skills needed to assess the current fitness status of physiological systems (e.g. cardiopulmonary and musculoskeletal) with the aim of using the data collected during the test to prescribe an appropriate beginning level of exercise intensity, frequency, and duration. Where ESS 254 lecture provides student with the theories for prescribing safe and effective exercise to apparently healthy individuals and those with a controlled disease, ESS 254 lab provides the tools that students use to put theory to practice.

Upon successful completion of ESS 254L, the student should be able to:

1. Calculate units of measure relating to exercise testing.
2. Demonstrate proper emergency procedures during fitness testing.
3. Monitor and document the blood pressure response to acute exercise and changes in body position.
4. Demonstrate the skill of locating anatomical landmarks for palpation of peripheral pulses.
5. Clearly describe testing procedures and obtain informed consent prior to exercise testing.
6. Demonstrate the skill of accurately measuring heart rate at rest and during exercise.
7. Demonstrate the skill of obtaining a rate of perceived exertion during exercise.
8. Demonstrate the skill of correctly locating the body surface sites and the correct orientation for the estimation of body composition using a skinfold protocol.
9. Demonstrate the skill of correctly locating the body sites for the taking of circumference measurements.
10. Select the appropriate protocols and conduct assessments of cardiovascular fitness, muscular strength, anaerobic capacity, muscular power, and muscular flexibility.
11. Interpret and clearly explain results obtained from fitness tests and apply those results to the design of safe and effective exercise.
12. Apply scientific terminology appropriately to the assessment of muscular and cardiovascular fitness.

**ESS 273 Resistance Training and Conditioning Techniques (2) Spring**

*4 hours lecture/lab per week*

*Prerequisite(s): A grade of "C" or higher in ESS 100; and a grade of "C" or higher in ESS 140 or a grade of "C" or higher in ZOO 141; and a grade of "C" or higher in ESS 190 and a grade of "C" or higher in ESS 253 and a grade of "C" or higher in ESS 253L.*

*Corequisite(s): ESS 215 and ESS 254 and ESS 254L and ESS 280 and ESS 290 and ESS 294E.*

*Comment: Letter grade only. ESS 273 may not be audited. ESS 273 may not be taken credit/no credit. ESS 273 is offered in the spring semester only.*

The first five weeks of ESS 273 provides instruction in the methods used to evaluate a person's exercise readiness prior to beginning a new exercise routine, how to assess their current levels of muscular strength, and how to incorporate the data gathered into the design of a personalized resistance training program. The lab portion of ESS 273 will have ESS majors apply the theoretical and practical knowledge gained in the fall semester, along with the lectures delivered in other ESS courses in the spring, to the design and delivery of a resistance training program for a volunteer client. In this portion of ESS 273, ESS majors will spend 10 weeks learning about and delivering fitness training to a volunteer client.

Upon successful completion of ESS 273, the student should be able to:

1. Demonstrate the ability to assess body alignment and recognize postural abnormalities that may affect exercise performance.
2. Demonstrate leadership techniques appropriate for working with participants of all ages.
3. Demonstrate the ability to select appropriate training modalities according to the age and functional capacity of the individual.
4. Demonstrate the ability to record exercise sessions and perform periodic evaluations to assess changes in fitness status.
5. Contrast proper and improper technique in the use of resistance training equipment such as stability balls, weights, bands, resistance bars, etc.
6. Explain and implement exercise prescription guidelines for apparently healthy clients or those who have medical clearance to exercise.
7. Apply the principles of progressive overload, variation, and specificity to exercise and sport performance training.
8. Apply the risks associated with the Valsalva maneuver to the performance of resistance training exercises.
9. Apply the appropriate repetitions, sets, volume, and rest periods necessary for desired outcome goals.
10. Apply the principles of progressive overload, variation, and specificity to exercise and sport performance training.
11. Apply the risks associated with the Valsalva maneuver to the performance of resistance training exercises.
12. Apply the appropriate repetitions, sets, volume, and rest periods necessary for desired outcome goals.
13. Demonstrate basic communication and coaching techniques that foster and facilitate behavioral changes.
14. Compare the components that contribute to the maintenance of a safe exercise environment.
15. Demonstrate the skill of safely and effectively spotting a client during resistance exercise.
16. Apply respiratory risk factors or conditions to the requiring of a consultation with a medical professional before testing or training. The conditions include: asthma, exercise-induced bronchospasm, extreme breathlessness at rest or during exercise, bronchitis, and emphysema.
17. Apply metabolic risk factors or conditions to the requiring of a consultation with medical professional before testing or training. The conditions include: body weight more than 20% above optimal, BMI>30, thyroid disease, diabetes or glucose intolerance, and hypoglycemia.
18. Apply the musculoskeletal risk factors or conditions requiring consultation with medical professional before testing or training. The conditions include: acute or chronic back pain, arthritis, osteoporosis, and joint inflammation.

**ESS 280 Nutrition for Fitness Professionals (1) Spring**

*2 hours lecture/lab per week*

*Prerequisite(s): ESS 100 and ESS 140 and ESS 180 and ESS 190 and ESS 253 and ESS 253L and FSHE 185 and ZOO 141.*

*Corequisite(s): ESS 215 and ESS 254 and ESS 254L and ESS 273 and ESS 290 and ESS 294E.*

*Comment: Letter grade only. ESS 280 may not be audited. ESS 280 may not be taken credit/no credit. ESS 280 is offered in spring semester only.*

ESS 280 examines and explains the interactions between nutrition and exercise. It will provide the knowledge and skills required for fitness professionals to explain the effects that proper nutrition has on health, physical activity, and athletic performance.

Upon successful completion of ESS 280, the student should be able to:

1. Explain how lifestyle factors - including nutrition, physical activity, and heredity influence blood lipid and lipoprotein (i.e., cholesterol: high-density lipoprotein and low-density lipoprotein) profiles.
2. Analyze and compare the role of carbohydrates, fats, and proteins as fuels.
3. Apply the number of kilocalories per gram of carbohydrate, fat, protein, and alcohol to dietary food consumption.

4. Apply the kilocalories equivalent of losing one pound of body fat to weight loss/management goals.
5. Apply the guidelines for caloric intake for an individual desiring to lose or gain weight.
6. Compare the common ergogenic aids, explain their purported mechanism of action, and potential risks and/or benefits (e.g. anabolic steroids, caffeine, amino acids, vitamins, minerals, creatine monohydrate, androstenedione, DHEA).
7. Describe the health implications of variation in body-fat distribution patterns and the significance of the waist-to-hip ratio.
8. Compare the health implications of commonly used herbs (e.g. echinacea, St. John's wort, ginseng).
9. Define the following terms: obesity, overweight, percent fat, body mass index (BMI), lean body mass, anorexia nervosa, bulimia nervosa, and body fat distribution.
10. Explain the relationship between body composition and health based on epidemiological data.
11. Compare the effects of diet plus exercise, diet alone, and exercise alone as methods for modifying body composition.
12. Explain the importance of an adequate daily energy intake for healthy weight management.
13. Compare sports/exercise performance in euhydration versus dehydration before, during, and after exercise.
14. Analyze the current Dietary Guidelines for Americans, including the USDA Food Pyramid.
15. Demonstrate an understanding and awareness of the Female Athlete Triad.
16. Compare the myths and consequences associated with inappropriate weight loss methods (e.g. saunas, vibrating belts, body wraps, electric stimulators, sweat suits, fad diets).

### **ESS 290 Exercise and Sport Science Seminar (2) Spring**

*3 hours lecture per week*

*Prerequisite(s): ESS 140 and ESS 190 and ESS 253 and ESS 253L.*

*Corequisite(s): ESS 294E.*

*Comment: Credit /no credit only. ESS 290 may not be audited. ESS 290 may not be taken for a letter grade. ESS 290 is offered in the spring semester only.*

ESS 290 Seminar in Exercise & Sport Science is a comprehensive review of the ESS curriculum using The American College of Sports Medicine Knowledge, Skills, and Abilities (KSAs) as an outline. As a course taken during the graduating semester, participation by the student in this seminar course will serve to reinforce the student's grasp of exercise science content knowledge and highlight any areas where additional study and reinforcement are needed before taking the professional certification exam.

Upon successful completion of ESS 290, the student should be able to:

1. Give examples of normal acute and chronic physiological responses to resistance exercise.
2. Explain the normal acute and chronic physiological responses to cardiovascular exercise.
3. Apply knowledge of human anatomy to the performance of exercise.
4. Evaluate the exercise readiness of potential clients using various health appraisal and risk stratification techniques.
5. Apply the theoretical principles of exercise science to the prescription of exercise intended to improve physical fitness and/or sports performance.
6. Explain basic nutritional concepts related to maintaining nutritional health, managing weight, adequate nutrition for exercise and sport, and avoiding disease conditions related to nutritional deficiencies.
7. Analyze a person's readiness for increased physical activity using physical activity behavior modification strategies.
8. Evaluate exercise, exercise facilities, and exercise equipment for safety and injury prevention.
9. Compose emergency procedures that meet fitness industry standards.
10. Summarize the professional issues included in fitness program administration, quality assurance, and outcome assessment in a fitness setting.
11. List medical and clinical considerations related to the evaluation of risk associated with beginning an exercise program.

### **ESS 294 Exercise and Sport Science (ESS) Practicum (1) Spring**

*4 hours internship per week*

*Prerequisite(s): ESS 100 and ESS 140 and ESS 180 and ESS 190 and ESS 253 and ESS 253L.*

*Corequisite(s): ESS 215 and ESS 254 and ESS 254L and ESS 273 and ESS 280 and ESS 290.*

*Comment: Credit/no credit grading only. ESS 294 may not be audited. ESS 294 is offered in the spring semester only. Students will be charged a professional fee for liability insurance. The wearing of professional fitness attire is required whenever a student is at an internship site.*

ESS 294 provides students with opportunities to observe and work with fitness professionals as they lead clients/residents/patients/athletes in exercise aimed at improving health, fitness, sport performance, or rehabilitation from injury. This practicum will provide the student with hands-on experience where they can apply their knowledge and skills and develop new skills and practices that can be applied to their professional careers.

Upon successful completion of ESS 294, the student should be able to:

1. Demonstrate effective communication skills and interact effectively with internship supervisors, clients, staff, and health care professionals.
2. Apply professional standards of confidentiality to their interactions with clients, supervisors, staff, and health care professionals.
3. Demonstrate that they can perform at or above the professional standards set for fitness professionals by organizations like the American College of Sports Medicine.
4. Demonstrate enthusiasm and a positive attitude while working with clients and coworkers.
5. Apply interpersonal skills that encourage exercise adherence in clients.
6. Demonstrate a willingness to accept responsibility and take initiative where appropriate.
7. Demonstrate a commitment to quality in the completion of assigned duties.
8. Demonstrate effective listening and communication skills with clients, supervisors, and staff.
9. Relate exercise and fitness information to clients clearly and professionally.
10. Demonstrate that they can respond to client or staff requests promptly and professionally.
11. Demonstrate awareness of and appropriate use of non-verbal communication.
12. Maintain appropriate interpersonal relationships with clients, supervisors, and staff.
13. Seek out constructive feedback and use the feedback to improve their professional interactions.
14. Apply exercise science concepts practically in a fitness setting.
15. Apply internship experiences and the knowledge gained from those experiences to self-assess, self-correct, and self-direct where appropriate.
16. Maintain clear documentation of their internship experience, including hours spent at each site and descriptions of the tasks performed.
17. Identify personal qualities, work habits, and attitudes that are valued as contributing positively to the profession.
18. Demonstrate the proper set up and use of each piece of exercise equipment available at each internship site.
19. Professionally represent themselves, the internship site, the College, and the program by means of their personal grooming and dress.

### **ESS 294E ESS Practicum (3)**

*135 hours of work experience in health, fitness, and sport industry*

*Prerequisite(s): A grade of "C" or higher in ESS 254 and a grade of "C" or higher in ESS 254L and a grade of "C" or higher in HLTH 203 and a grade of "C" or higher in HLTH 203L and a grade of "C" or higher in HLTH 290 and a grade of "C" or higher in HLTH 290L and consent of ESS Program Coordinator.*

*Comment: Students must have liability insurance through the College's blanket policy, name tag, fitness professional attire, and sneakers.*

ESS 294E is a required course in the Exercise and Sport Science Certificate of Achievement and the AS degree in Exercise and Sport Science. The ESS student is required to document the completion of 135 hours of work experience in a selected facility in the health, fitness, and sport industry. The facility must be approved by the ESS program coordinator and practicum site mentor. This practicum will provide the student with hands-on experience in a position where they can apply their knowledge and skills and develop new skills and practices that can be applied to their professional careers.

Upon successful completion of ESS 294E, the student should be able to:

1. Provide professional services as specified under the direction of the worksite mentor.
2. Exhibit proper professional behavior.
3. Identify the respective responsibilities of the student, the worksite, and college in the practicum experience.
4. Maintain documentation of their experience, including hours and the description of the tasks that they performed.
5. Explain the organizational structure of the company they worked in.
6. Identify the personal qualities, work habits, and attitudes that lead to professionalism in the work place.
7. Design safe and effective exercise programs for various populations.
8. Monitor and supervise an exercise session.
9. Proper use and maintenance of equipment.
10. Relate health and fitness information to clients in a professional manner.
11. Identify the reasons for discontinuation of an exercise session.
12. Demonstrate emergency procedures (including CPR) and basic first aid.
13. Communicate with physicians and sports medicine professionals regarding a client's exercise program.
14. Refer questions one cannot or should not answer to the proper authority.
15. Show consideration of the attitudes and beliefs of the organization and their clients.
16. Demonstrate the ability to motivate and encourage clients to achieve their goals.
17. Assist and cooperate willingly with co-workers.

18. Respond favorably to constructive criticism and suggestions.
19. Recognize one's strengths and limitations.
20. Seek help if confronted with a difficult client.
21. Maintain appropriate interpersonal relationships with coworkers and clients.
22. Indicate clear understanding of one's role as an ESS professional.
23. Present a professional appearance in the assigned uniform.
24. Organize their time.
25. Accept responsibility.

## **FAMILY RESOURCES**

### **FAMR 230 Human Development (3) KCC AA/DS and KCC AS/SS**

*3 hours lecture per week*

*Prerequisite(s): Qualification for ENG 100 and qualification for MATH 82.*

FAMR 230 examines the lifespan from conception to death emphasizing the interrelationships of biological, cognitive and psychosocial development in the context of a systems framework.

Upon successful completion of FAMR 230, the student should be able to:

1. Explain the interrelated aspects of biosocial, cognitive, and psychosocial development across the lifespan.
2. Apply human development theories, concepts, and research to personal, academic, occupational, and community experiences.
3. Compare and contrast fundamental theories of human development and behavior.
4. Synthesize and convey ideas, utilizing critical thought and reflection clearly in oral/sign and written communication.
5. Investigate the diversity of human development from a local, regional and global perspectives.

## **FILIPINO**

### **FIL 101 Elementary Filipino I (4) KCC AA/HSL**

*4 hours lecture per week*

FIL 101 is designed for beginning speakers of Filipino. Students will study the basic structures of Filipino with emphasis on listening, speaking, reading and writing skills through meaningful and interactive classroom activities as well as the use of technology. Students will be exposed to and experience the Filipino culture through active participation in co-curricular cultural activities and events.

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

1. Listen and comprehend the meaning of short, learned utterances and some sentence-length utterances, particularly where context supports understanding and speech is clear. Comprehend limited vocabulary and some simple questions/statements about topics that refer to basic personal background and needs, social conventions and routine tasks, such as telling time, using the telephone, making an appointment, and shopping.
2. Speak simple and short statements and ask simple questions, relying primarily on memorized utterance but occasional expansion through recombination of these learned elements.
3. Read and interpret written language where vocabulary and word bases have been learned. Guess meanings of new vocabulary words based on context and application of cultural/background knowledge and understanding of Filipino affixes. Understand main ideas from simple authentic reading materials in Filipino dealing with personal, social, and cultural aspects.
4. Write simple fixed expressions and limited memorized material and some recombination thereof. Fill out simple forms and documents. Write simple descriptions of people, objects, and places, as well as simple autobiography, survey reports and friendly letters.

**FIL 102 Beginning Filipino II (4) KCC AA/HSL**

*4 hours lecture per week*

*Prerequisite: A grade of "C" or higher in FIL 101 or consent of instructor.*

FIL 102 further develops basic structures of the Filipino language with an emphasis on listening, speaking, reading and writing skills through meaningful and interactive classroom activities as well as the use of technology. Students will be exposed to and experience the Filipino culture through active participation in co-curricular cultural activities and events.

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

1. Listen and comprehend sentence-length utterances, which consist of recombination of learned elements in a limited number of content areas, particularly if strongly supported by the situational context.
2. Comprehend limited vocabulary and some simple questions/statements about topics that refer to basic personal background and needs, social conventions and routine tasks, such as getting meals, receiving simple instructions and directions, and describing people, objects, and places.
3. Speak and handle successfully a limited number of uncomplicated task-oriented and social functions pertaining to such topic areas as those mentioned above.
4. Ask and answer questions, initiate and respond to simple statements and maintain face-to-face conversation.
5. Perform such tasks as ordering a meal, asking and giving directions and instructions, talking about likes and dislikes, extending and accepting invitations.
6. Read and interpret written language where vocabulary and word bases have been learned.
7. Guess meanings of new vocabulary words based on context and application of cultural/background knowledge and understanding of Filipino affixes.
8. Comprehend main ideas from simple authentic reading materials in Filipino dealing with personal, social, and cultural aspects.
9. Write short email messages and simple descriptions of people, objects, places, and events as well as simple autobiography, friendly letters and letters of excuse, and interview questions.

**FIL 201 Intermediate Filipino I (4) KCC AA/HSL**

*4 hours lecture per week*

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

FIL 201 is designed to refine the basic structures learned in FIL 101 and FIL 102 in listening, speaking, reading, and writing skills through meaningful and interactive classroom activities. Students will be exposed to and experience the Filipino culture through active participation in co-curricular cultural activities and events.

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

1. Construct and carry on a conversation covering limited topic areas, such as family and friends, places, the weather, leisure activities and sports, food and diet.
2. Express compliments, complaints, feelings and reaction toward some object, event or people.
3. Read, evaluate and interpret simple texts such as letters, weather reports and other news items, flyers and ads, bus, television and other schedules, short stories and informational texts.
4. Follow directions and instructions, e.g. direction to a particular place, recipe, and other materials explaining step-by-step procedures.
5. Use common idioms and popular riddles in context.
6. Narrate an event with details about time, place, and physical location.
7. Describe and compare things, places, events, and people.
8. Listen to and explain radio and television announcements, talk shows and news broadcasts on limited topic areas.
9. Use appropriate language in specific situations, paying particular attention to cultural considerations.

**FIL 202 Intermediate Filipino II (4) KCC AA/HSL**

*3 hours lecture per week*

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

FIL 202 is designed to refine the intermediate grammar structures learned in FIL 201 in listening, speaking, reading, and writing skills through meaningful and interactive classroom activities. Students will actively participate and experience the Filipino culture through co-curricular cultural presentations, activities and events.

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

1. Construct and carry on a conversation covering topic areas such as comparing old fashioned ways with the new ways of courtship and getting married, planning for baptism, and understanding the Filipino thoughts on “leaving the nest”.
2. Express compliments, complaints, feelings and reaction toward some object, event or people integrating new and previously learned elements.
3. Read, evaluate and interpret complex texts such as letters, weather reports and other news items, flyers and ads, bus, television and other schedules, short stories and informational texts integrating new and previously learned elements.
4. Follow directions and instructions integrating new and previously learned elements, e.g. direction to a particular place, recipe, and other materials explaining step-by-step procedures.
5. Use idioms and popular riddles in context integrating new and previously learned elements.
6. Narrate an event in detail and to describe and compare things, places, events and people integrating new and previously learned elements.
7. Listen to and explain radio and television announcements, talk shows and news broadcasts on limited topic areas.
8. Use advanced language in specific situations, paying particular attention to cultural considerations.

## **FOOD SERVICE and HOSPITALITY EDUCATION**

### **FSHE 185 The Science of Human Nutrition (3) KCC AA/DB and KCC AS/NS**

*3 hours lecture per week*

*Recommended preparation: Basic computer competency skills.*

FSHE 185 is an introductory biological science course that integrates basic concepts of science with the study of human nutrition. This course will provide elementary aspects of several biological sciences that are needed to understand the scope of nutrition. Emphasis is on providing a science-based nutrition background that will help students make appropriate, informed choices from the vast array of foods available in today's marketplace.

Upon successful completion of FSHE 185, the student should be able to:

1. Identify current USDA My Pyramid principles and food groups.
2. List the nutrient contributions of each food group.
3. Discuss the nine areas where dietary guidelines make recommendations.
4. Develop recipes and menus using dietary guideline recommendations, food guides, and food labels.
5. Evaluate recipes and menus using dietary guideline recommendations, food guides, and food labels.
6. Discuss characteristics, functions, and best sources of each of the major nutrients.
7. List the primary characteristics, functions, and sources of vitamins, water and minerals.
8. Describe the process of human digestion.
9. Determine energy needs based upon basal metabolic rate and exercise expenditure.
10. Discuss cooking techniques, storage principles, and portion sizes for the maximum retention of nutrients and effective weight management.
11. Discuss exchange groups.
12. Identify common food allergies and determine appropriate substitutions. (e.g. gluten, sugar, and lactose free).
13. Discuss contemporary nutritional issues (e.g. vegetarianism, heart healthy menus, and religious dietary laws).
14. Apply emerging technologies (computerization) for nutrient analysis (e.g. Internet and recipe analysis software).
15. Discuss weight management, exercise, and nutrition over the life cycle.
16. Discuss marketing of healthy menu options.

Within this FSHE 185 course, the following student learning outcomes will have been introduced, practiced or demonstrated:

1. Describe the characteristics, functions, and food sources of the major nutrients and how to maximize nutrient retention in food preparation and storage.
2. Apply the principles of nutrient needs throughout the life cycle to menu planning and food preparation.

## **FRENCH**

### **FR 101 Elementary French I (4) KCC AA/HSL**

*4 hours lecture per week*

FR 101 introduces students to the sounds and basic structures of the French language emphasizing the acquisition of speaking, writing, reading, and listening comprehension skills for communicative proficiency, and an appreciation of the essential elements of the culture of French-speaking people.

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

1. Produce the sounds of French and read words with acceptable pronunciation.
2. Reproduce simple patterns of speech based on classroom models with acceptable pronunciation.
3. Respond orally to familiar simple conversational models to demonstrate communicative competency at a basic level.
4. Read aloud familiar materials with pronunciation comprehensible to a native speaker.
5. Write phrases in French that demonstrate appropriate use of present tense grammatical forms in familiar contexts.
6. Demonstrate knowledge of basic concepts of French culture presented in class, including important holidays, some contrastive cultural practices and the names and capitals of French-speaking countries.

### **FR 102 Elementary French II (4) KCC AA/HSL**

*4 hours lecture per week*

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

FR 102, a continuation of FR 101, further develops basic French sentence structure, vocabulary, reading, oral and written communication skills and an enhanced appreciation of the cultures of French-speaking people.

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

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

### **FR 201 Intermediate French I (3) KCC AA/HSL**

*3 hours lecture per week*

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

*Comment: If a student has taken French Language prior to enrolling into college, taking the French language placement test or talking to a French language instructor is recommended. If placed in FR 201, filling out the back credit form for French language is also recommended.*

FR 201 is a continuation of FR 102. Students will refine basic language skills acquired in FR 101-102 through reading, conversation, writing, listening, vocabulary development, and functional language structure review. Through communicative practice, articulated multimedia lab activities, interaction with peers, instructor, and native-speakers, students will gain confidence and fluency in written and oral expression. Cultural presentations will enhance knowledge and appreciation of the presence and influence of French language, and the cultures of French-speaking countries, territories, and provinces.

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

1. Discuss personal and simple social topics with more grammatical accuracy and fluency than in 1st year.
2. Respond orally during spontaneous discussions based on chapter themes and readings.
3. Read with increased understanding culture-based texts in French, including such topics as everyday life, work, family travel, etc.
4. Write compositions of 3-4 structured paragraphs based on these themes, describing and narrating in past, present and future.



5. Discuss and compare orally and in writing the cultural norms in one's own country and the French-speaking world.
6. Increase active use of vocabulary.

**FR 202 Intermediate French II (3) KCC AA/HSL**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in FR 201.*

*Comment: If a student has taken French Language prior to enrolling into college, taking the French language placement test or talking to a French language instructor is recommended. If placed in FR 202, filling out the back credit form for French language is also recommended.*

FR 202 is a continuation of FR 201. Students will refine basic language skills acquired in FR 201 through reading, conversation, writing, listening, vocabulary development, and review of functional language structure. Through communicative practice with peers, instructor, native-speakers, and articulated multimedia lab activities, students will gain confidence and fluency in written and oral expression. Cultural readings and presentations will enhance knowledge and appreciation of the presence and influence of the French language and the influence of French culture in Hawai'i and the world.

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

1. Demonstrate strategies appropriate to the audience and the ability to read and talk about short non-technical articles related to daily life and society of the cultures of French-speaking people, and our own.
2. Use language, techniques, and strategies appropriate to the audience and occasion to communicate orally in French on topics related to the daily life, society, and cultures of French-speaking people with pronunciation comprehensible to a native speaker.
3. Access and retrieve information through print and electronic media at Web sites in French-speaking countries-evaluating the accuracy and authenticity of that information.
4. Use writing to discover and articulate ideas in French using logical reasoning.
5. Identify and state problems, issues, arguments, and questions contained in a body of information in French as a basis for writing and class discussion.
6. Write and discuss in French the essentials of history, culture, thought processes, value systems, and worldview of French-speaking societies in comparison to our own.

**GEOGRAPHY**

**GEOG 101 The Natural Environment (3) KCC AA/DP and KCC AS/NS**

*3 hours lecture per week*

*Prerequisite(s): Qualification for ENG 100 and qualification for MATH 82.*

GEOG 101 explores the surface environment of our planet. Global and local patterns and processes of earth's atmosphere, lithosphere, biosphere, and hydrosphere are examined. Emphasis is placed on relating subject matter to Hawai'i and the Pacific.

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

1. Describe geographic patterns of earth's surface environment.
2. Explain observed environmental patterns in terms of physical and biological processes.
3. Identify interrelationships between natural systems components.
4. Assess the impact of human activities on the environment.
5. Critically analyze concepts and issues within the framework of the course.

**GEOG 101L The Natural Environment Lab (1) KCC AA/DY**

*3 hours lab per week*

*Prerequisite(s): Credit or concurrent enrollment in GEOG 101 and qualification for ENG 100 and qualification for MATH 82.*

GEOG 101L is a laboratory exploration of earth's atmosphere, lithosphere, biosphere, and hydrosphere. The course includes lab work, field data collection, analysis, and reporting. Emphasis is placed on relating subject matter to Hawai'i and the Pacific.

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

1. Gather and record data, analyze data, formulate conclusions, and report findings in written form.
2. Use a variety of measuring instruments to gather environmental data.
3. Apply the metric system, scientific notation, graphing, and basic statistical measurements to analysis of geographic data.
4. Demonstrate the ability to read, construct, and interpret graphs and maps.

**GEOG 102 World Regional Geography (3) KCC AA/FGB and KCC AS/SS**

*3 hours lecture per week*

*Prerequisite(s): Qualification for ENG 100 and qualification for MATH 82.*

GEOG 102 is a survey of the world's major cultural regions. Environmental, cultural, political, and economic characteristics of each region and regional interactions are explored from a geographic perspective.

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

1. Identify the earth's major cultural regions and their distinguishing characteristics.
2. Explain how historical, social and environmental processes shape the world's major cultural regions.
3. Describe globalization and regional interactions and explain how they effect cultural, economic, political, and environmental change within regions.
4. Critically analyze concepts and issues within the framework of the course.

**GEOG 151 Geography and Contemporary Society (3) KCC AA/FGC and KCC AS/SS**

*3 hours lecture per week*

*Prerequisite(s): Qualification for ENG 100 and qualification for MATH 82.*

GEOG 151 provides a global thematic survey of human society and culture. Geographic distribution, historical development, and current issues in economic, resource, population, political, and environmental systems are examined.

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

1. Identify major themes in human society and culture and their distribution.
2. Explain the nature, history, and diffusion of cultural and societal characteristics.
3. Synthesize cross-cultural perspectives on current issues in population, economy, politics, language, religion, customs, and conflict.
4. Critically analyze concepts and issues within the framework of the course.

**GEOLOGY and GEOPHYSICS**

**GG 101L Introduction to Geology Laboratory (1) KCC AA/DY**

*3 hours lab per week*

*Prerequisite(s): Credit or concurrent enrollment in GG 103.*

GG 101L is the study of rocks and minerals, interpretation of topographic and geologic maps, and exercises in the basic procedures of geologic investigations.

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

1. Describe basic principles of geology.
2. Identify the major rock and ore-forming minerals.
3. Classify the common igneous, metamorphic, and sedimentary rocks.
4. Use topographic and geologic maps to study landforms, structure, and geologic history of an area.
5. Calculate quantities relevant to the subdisciplines of geology such as geomorphology, geophysics, sedimentology, and geochemistry.
6. Identify landforms and structures produced by various geologic processes.

**GG 103 Geology of the Hawaiian Islands (3) KCC AA/DP KCC AS/NS**

*3 hours lecture per week.*

*Recommended Preparation: Qualification for ENG 100.*

GG 103 is a survey of Hawaiian geologic processes, volcanoes, rocks and minerals, landforms, groundwater and engineering problems. Field trips will be taken.

Upon successful completion of GG 103, the student should be able to:

1. Explain basic geologic principles including aspects of earth science, physics, chemistry and environmental science that are important in the understanding of the Hawaiian Isles and their geological processes.
2. Discuss the earth's physical processes that bear on geology of the Hawaiian Isles and Pacific Isles.
3. Explain basic geological terms, locations, concepts, theories, and methodology.
4. Recognize landforms, structures and products of volcanoes and other igneous phenomena.
5. Recognize and explain the existence of products of marine and terrestrial sedimentation in Hawai'i.

6. Explain Hawaiian landforms produced by various weathering and erosion processes.
7. Discuss humans' association with the geological environment, vulnerability to geologic hazard, and dependency on natural resources such as groundwater, and environmental impacts.
8. Discuss the important aspects of the regional and historical geology of the Hawaiian Isles.