

# Glendale College

## Course Outline of Record Report

Course ID 008145  
Revision - October 2023

### LIB48 : Library International Field Studies

#### General Information

Author:	<ul style="list-style-type: none"> <li>Aisha Conner-Gaten</li> </ul>
Course Code (CB01) :	LIB48
Course Title (CB02) :	Library International Field Studies
Department:	LIB
Proposal Start:	Winter 2024
TOP Code (CB03) :	(1699.00) Other Library Science
CIP Code:	(25.9999) Library Science, Other.
SAM Code (CB09) :	Non-Occupational
Distance Education Approved:	Yes
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000596473
Curriculum Committee Approval Date:	10/25/2023
Board of Trustees Approval Date:	Pending
Last Cyclical Review Date:	12/01/2017
Course Description and Course Note:	LIB 48 provides college credit for travel and study in foreign countries. Under the direction of a Glendale Community College instructor, students participate in a study abroad program approved by the College. Students are responsible for paying program fees. This course may be offered in other disciplines. Note: This course may be taken 4 times; a maximum of 12 units may be earned. Each repetition must be in a different country and/or area of the world.
Justification:	Content Change  Non-substantial Update to advisories from ENGL 100 to ENGL 101; approved in LIBD 8/29/23
Academic Career:	<ul style="list-style-type: none"> <li>Credit</li> </ul>

#### Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none"> <li>Library Science</li> </ul>
Alternate Discipline:	No value
Alternate Discipline:	No value

#### Course Development

<b>Basic Skill Status (CB08)</b> Course is not a basic skills course.  <input type="checkbox"/> Allow Students to Gain Credit by Exam/Challenge	<b>Course Special Class Status (CB13)</b> Course is not a special class.  <b>Pre-Collegiate Level (CB21)</b> Not applicable.	<b>Grading Basis</b> <ul style="list-style-type: none"> <li>Grade with Pass / No-Pass Option</li> </ul> <b>Course Support Course Status (CB26)</b> No value
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<b>Transferability &amp; Gen. Ed. Options</b>	
<b>General Education Status (CB25)</b> Not Applicable	
<b>Transferability</b> Transferable to CSU only	<b>Transferability Status</b> Approved

<b>Units and Hours</b>									
<b>Summary</b>									
<b>Minimum Credit Units (CB07)</b>	1								
<b>Maximum Credit Units (CB06)</b>	3								
<b>Total Course In-Class (Contact) Hours</b>	18 - 54								
<b>Total Course Out-of-Class Hours</b>	36 - 108								
<b>Total Student Learning Hours</b>	54 - 162								
<b>Credit / Non-Credit Options</b>									
<b>Course Type (CB04)</b> Credit - Degree Applicable	<b>Noncredit Course Category (CB22)</b> Credit Course.								
<b>Noncredit Special Characteristics</b> No Value									
<b>Course Classification Code (CB11)</b> Credit Course.  <input checked="" type="checkbox"/> Variable Credit Course	<b>Funding Agency Category (CB23)</b> Not Applicable.								
<input type="checkbox"/> Cooperative Work Experience Education Status (CB10)									
<b>Weekly Student Hours</b>									
	<table border="1"> <thead> <tr> <th>In Class</th> <th>Out of Class</th> </tr> </thead> <tbody> <tr> <td>Lecture Hours: 1 - 3</td> <td>2 - 6</td> </tr> <tr> <td>Laboratory Hours: 0</td> <td>0</td> </tr> <tr> <td>Studio Hours: 0</td> <td>0</td> </tr> </tbody> </table>	In Class	Out of Class	Lecture Hours: 1 - 3	2 - 6	Laboratory Hours: 0	0	Studio Hours: 0	0
In Class	Out of Class								
Lecture Hours: 1 - 3	2 - 6								
Laboratory Hours: 0	0								
Studio Hours: 0	0								
<b>Course Student Hours</b>									
<b>Course Duration (Weeks)</b>	18								
<b>Hours per unit divisor</b>	54								
<b>Course In-Class (Contact) Hours</b>									
Lecture	18 - 54								
Laboratory	0								
Studio	0								

<b>Total</b>	18 - 54
<b>Course Out-of-Class Hours</b>	
Lecture	36 - 108
Laboratory	0
Studio	0
<b>Total</b>	36 - 108

## Time Commitment Notes for Students

No value

## Pre-requisites, Co-requisites, Anti-requisites and Advisories

### Advisory

#### ESL151 - Reading And Composition V

##### Objectives

- Read and critically analyze various academic readings.
- Summarize readings.
- Organize fully-developed essays in both expository and argumentative modes.
- Compose a 500 to 550-word essay which: summarizes and cites appropriately a reading passage; includes a clear thesis statement; uses evidence to support the thesis; shows clear organization into an introduction, body, and conclusion.
- Revise writing to eliminate errors in syntax, and grammatical constructions.
- Employ basic library research techniques.
- Compose one research paper (1,000 words) or two short research papers (500-700 words each) with citations.
- Write a 500-550 word essay using level-appropriate grammar, punctuation, and spelling at a passing level as determined by the ESL151 final essay scoring guide.
- Evaluate, integrate, and synthesize sources using summary, paraphrasing, and quotation with citation and formatting at a passing level as determined by the ESL 151 research paper scoring guide.

OR

### Advisory

#### ENGL101 - Introduction to College Reading and Composition

##### Objectives

- Read, analyze, and evaluate a variety of primarily non-fiction readings for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- Apply a variety of rhetorical strategies in writing unified, well-organized essays directed by a well-reasoned thesis statement with persuasive support.
- Develop varied and flexible strategies for generating, drafting, and revising essays.
- Analyze stylistic choices in their own writing and the writing of others;
- write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.
- Critically read materials from a variety of perspectives in order to identify arguments and develop analytical response based on textual evidence
- Write and revise thesis-driven essays that demonstrate critical thinking skills through a variety of rhetorical and analytical strategies appropriate to the academic context, including appropriate use of sources, evidence, tone, style, and semantics.
- Prepare and revise writing projects that select, evaluate, synthesize, and apply source material gathered through academic research methods, employing quotation, paraphrase, summary, and analysis as effective means of support and development of the writer's ideas, cited and formatted according to academic conventions.



**Entry Standards**

Entry Standards

No value

**Specifications****Methods of Instruction**

Methods of Instruction                      Lecture

Methods of Instruction                      Laboratory

Methods of Instruction                      Discussion

Methods of Instruction                      Multimedia

Methods of Instruction                      Tutorial

Methods of Instruction                      Collaborative Learning

Methods of Instruction                      Demonstrations

Methods of Instruction                      Field Activites (Trips)

Methods of Instruction                      Guest Speakers

Methods of Instruction                      Presentations

**Out of Class Assignments**

- Students write reports on subjects associated with the places visited

**Methods of Evaluation**

**Rationale**

Other	Field journals representing the students' views of learned material and how they relate to places visited
Presentation (group or individual)	Students present library and field based research papers on aspects of places visited
Project/Portfolio	Students submit a portfolio of materials about environs of the target area

**Textbook Rationale**

No Value

**Textbooks**

Author	Title	Publisher	Date	ISBN
No Value	No Value	No Value	No Value	No Value

**Other Instructional Materials (i.e. OER, handouts)**

No Value

**Materials Fee**

No value

**Learning Outcomes and Objectives**

**Course Objectives**

Give brief visual, oral, or written reports on specific cultural or historical events and places encountered during the target program.

Demonstrate in a formal speech or research paper significant differences in some specific aspect of the target culture when compared with that of the United States.

Discuss major features of the target culture.

Describe current cultures and problems of the area visited.

Evaluate the knowledge gained from study abroad.

#### SLOs

Demonstrate concepts and knowledge gained through field research, activities and experience abroad.

Expected Outcome Performance: 70.0

### Additional SLO Information

**Does this proposal include revisions that might improve student attainment of course learning outcomes?**

No

**Is this proposal submitted in response to learning outcomes assessment data?**

No

**If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.**

No Value

#### SLO Evidence

No Value

### Course Content

#### Lecture Content

**Introduction to the history of the target country (1-3)**

**Introduction to current political, cultural, and social situation of the target country (1-3)**

**Visitations to significant political, social, scientific, cultural, and natural history sites of the target country (2-4)**

**Lecture at on-site visits to significant political, social, scientific, cultural, and natural history sites of the target country (2-4)**

**Major differences between the target culture and the United States (12-40)**

**Total Hours = 18-54**