## ADDENDA TO THE 2012-2014

## HOSTOS COMMUNITY COLLEGE ACADEMIC BULLETIN

November 2013
January 2014
April 2014
June 2014

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## NEW COURSES EFFECTIVE NOVEMBER 2013

## English Department

[ADD] New Course (Catalog Page 106 and 238)
WGS 223 Women in Literature
3 credits 3 hours
Pre-requisite: ENG 111
In this writing intensive course, students will examine representations of women in literature from several historical periods and cultures, reading works by well-known and little-known women writers. Analyzing literature from the perspective of feminist studies, students will consider why women writers have been excluded from the canon, how patriarchal cultures and gender stereotyping have influenced different women's lives and their imaginative writing. This course requires students to complete a research paper using conventions for citation and both print and on-line sources. By the end of the semester, students will be able to identify important differences and similarities among women writers and will have gained knowledge of contributions that woman writers have made over time and across cultures.

## [ADD] New Course (Catalog Page 106 and 238)

WGS 251 The Modern Female Detective Novel
3 credits 3 hours
Pre-requisite: ENG 111
This class will familiarize students with the major elements of a particular genre through the study of representative works with a variety of topics and themes. Students will be introduced to the overall goal of deepening their understanding of the genre being studied. Students will read works both in terms of their own individual merits and their contribution to the genre. In addition, students will consider the relationship between form and theme in the genre, and any cultural/historical influences deemed worthy of being examined in relation to it. This course will also enhance student's critical understanding of the rules of a particular genre and how these contribute to the formulation of its predominant themes.

## NEW COURSES EFFECTIVE JANUARY 2014

Natural Sciences Department

[ADD] New Course (Catalog Page 164 and 207)<br>ENV 100 Environmental Issues<br>3 credits 3 hours<br>Pre-requisite: MAT 10. If taught in English, ENG 91 or ESL 91. If taught in Spanish, SPA 121.<br>Co-requisite: MAT 10. If taught in English, ENG 91 or ESL 91. If taught in Spanish, SPA 121.

The student will develop hands-on experience based on the scientific method. They will apply basic concepts from environmental issues in measurements, separation techniques, preparation of mixtures and water analysis.

## English Department

[ADD] New Course (Catalog Page 106 and 238)
WGS 201 Women and Religious Experiences
3 credits 3 hours
Pre-requisite: ENG 111
This course will study the religious and spiritual writings of women from a diversity of faiths and from many time periods to explore the ways in which women have subscribed to, challenged, subverted, reinterpreted, and sought to change patriarchal religious narratives. Have women been the passive, dominated subjects of religion? Has religion and spirituality offered a venue for access to power for women? Does religion reinforce patriarchal power structures or provide a space to rupture them? How do spiritual texts connect to other aspects of society-gender, sexuality, politics, class, family? If they connect, how do spiritual and religious texts impact these other realms of society? The course will seek answers to these questions by exploring three central concepts: Representations of the divine, the speech silence dichotomy, and politics and power.

## Natural Sciences Department

[ADD] New Course (Catalog Page 165 and 207)
ENV 111 Environmental Science I Laboratory
1 credit 2 hours
Pre-requisite: MAT 10. If taught in English, ENG 91 or ESL 91. If taught in Spanish, SPA 121.
Co-requisite: ENV 110. MAT 10. If taught in English, ENG 91 or ESL 91. If taught in Spanish, SPA 121.
The student will develop hands-on experience based on the scientific method. They will apply basic concepts from Environmental Science I in measurements, separation techniques, preparation of mixtures and water analysis.

NEW COURSES EFFECTIVE JUNE 2014

## English Department

[ADD] New Course (Catalog Page 114 and 216)
ENG 237 Reading Film
3 Credits 3 Hours
Pre-requisite: ENG 111 or Equivalent
Introduces techniques for interpreting and writing about film. Combines the study of literary elements such as setting, plot, theme and character with the study of filmic elements such as mise-en-scène, cinematography, editing, and sound editing. Introduces the basic history of motion pictures, explores common film genres, and examines the study of adaptation. Reinforces research skills using print and on-line sources specific to the discipline of film studies

## Natural Sciences Department

## [ADD] New Course (Catalog Page 174 and 221)

FS 101 Food Studies
3 Credits 3 Hours
Pre-requisite: ENG 91 / ENG 92
This course provides students with fundamental knowledge of the food system and all of its components (e.g., agricultural production, consumption, regional linkages, food and agricultural policies). The course begins with an overview of food systems and the field of food studies and progresses through in-depth examination of the food system from a social science lens and a social justice framework. It also examines alternative food movements and includes examples of community groups

# CHANGES MADE TO EXISTING COURSES EFFECTIVE NOVEMBER 2013 

## Allied Health Department

[REVISED] Course Description Revised - Catalog Page 76 and 240

## XRA 230 Senior Seminar

This course is restricted to senior Radiologic Technology students and incorporates many aspects of the profession including emerging technologies. The goal of this course is to facilitate acquisition of the essential skills necessary to assist students adapt to the workplace environment. It was developed to enhance patient care skills in preparation for employment in various types of healthcare facilities. Required simulations and competencies include: CPR, venipuncture, medical emergencies, pharmacology, vital signs and infection control leading to a certificate of competence. Students are required to compile an oral case study presentation to better understand their patients. The major focus of this course is to assist students better integrate the didactic portion of the program with the clinical experience using simulated comprehensive exams. Resume writing and interviewing techniques will be included.

## Behavioral \& Social Sciences Department

ADM 2508 Field Practicum / Organization Theory (Catalog Page 87 and 231)
[DELETE] ADM 2508
[ADD] PPA 128
CJ 250 Criminal Justice Workshop (Catalog Page 82 and190)
[DELETE] 2 Credits
[ADD] 3 Credits
ECO 101 Economics: Microeconomics (Catalog Page 81 and 198)
[ADD] Pre/Co-requisite: MAT 20 or Equivalent
ECO 102 Economics: Macroeconomics (Catalog Page 81 and 198)
[ADD] Pre/Co-requisite: MAT 20 or Equivalent
LEG 130 Legal Research (Catalog Page 84 and 218)
[DELETE] 2 Credits
[ADD] 3 Credits
LEG 131 Legal Writing (Catalog Page 85 and 218)
[DELETE] 2 Credits
[ADD] 3 Credits
POL 107 Political System of Latin America (Catalog Page 85 and 229)
[DELETE] POL 107
[ADD] POL 207
[ADD] Pre-requisite: ENG 110

## CHANGES MADE TO EXISTING COURSES EFFECTIVE

 APRIL 2014
## Behavioral \& Social Sciences Department

CJ 250 Criminal Justice Workshop (Catalog Page 82 and190)
[DELETE] Pre-requisite: 3 Credits in Criminal Justice, Law, Police Science or Public Policy
[ADD] Pre-requisite: CJ 101 or PS 101

## Business Department

OT 202 Machine Transcription (Catalog Page 98 and 226)
[DELETE] Pre-requisite: OT 101
[ADD] Pre-requisite: OT 102

## Mathematics Department

MAT 200 Modern Programming (Catalog Page 153 and 221)
[DELETE] MAT 200
[DELETE] Pre-requisite: MAT 160
[DELETE] Co-requisite: ESL 35
[ADD] MAT 215
[ADD] Pre-requisite: MAT 210, ESL 35
[ADD] Co-requisite: MAT 210, ESL 35

## Natural Sciences Department

ENV 110 Environmental Science I (LPS) (Catalog Page 164 and 221)
[DELETE] 4 credits 5 hours
[ADD] 3 credits, 3 hours
[ADD] Pre-requisite: If taught in English, ENG 91 or ESL 91. If taught in Spanish, SPA 121. MAT 10
[ADD] Co-requisite: ENV 111. If taught in English, ENG 91 or ESL 91. If taught in Spanish, SPA 121. MAT 10

# CHANGES MADE TO EXISTING COURSES EFFECTIVE JUNE 2014 

Behavioral \& Social Sciences Department

PSY 140 Psychology of Women (Catalog Page 94 and 240)
[ADD] Pre/Co-requisite: ENG 110
SOC 140 Race and Ethnicity (Catalog Page 97 and 242)
[ADD] Pre/Co-requisite: ENG 110

## WITHDRAWN COURSES FFECTIVE JUNE 2014

[DELETE] CHE 324 Organic Chemistry II Lab

# CIVIL ENGINEERING - ACADEMIC PLAN REVISION EFFECTIVE JANUARY 2014 <br> MAJOR REVISED (Catalog Page 169) <br> [FROM] Civil Engineering (Major) <br> [TO] Updated Civil Engineering Major 

A.S. DEGREE IN CIVIL ENGINEERING REVISED PROGRAM REQUIRED COMMON CORE
English Composition .....  .6
ENG 110 Expository Writing .....  .3
ENG 111 Literature and Composition .....  3
Mathematical and Quantitative Reasoning .....  .4
MAT 210 Calculus I (Required) ..... 4
Life and Physical Sciences .....  4
CHE 210 General Chemistry I (Required) .....  4
FLEXIBLE COMMON CORE
World Cultures \& Global Issues
HUM 100 Introduction to Humanities .....  3
(Strongly recommended)
U.S. Experience in its Diversity
HIS 210 .United States History: Through the Civil War
OR
HIS 211 Reconstruction to the Present ..... 3
(Strongly recommended)
Creative Expression
VPA 192 Public Speaking .....  3
(Strongly recommended)
Individual and Society
$\qquad$Introduction to Sociology
OR
PSY 101 General Psychology .....  3
(Strongly recommended)
Scientific World
CHE 220 General Chemistry (Required) .....  4
One additional course from the Flexible Common Core
PHY 210 General Physics (Required) .....  4
Subtotal ..... 34
MAJOR REQUIREMENTS
MAT 200 Modern Programming .....  3
MAT 220 Calculus II .....  4
MAT 310 Calculus III .....  4
MAT 360 Differential Equation .....  3
MAT 320 Linear Algebra .....  3
PHY 220 General Physics II .....  4
ENG 202 Technical Writing .....  3
Subtotal ..... 24

## Choose one of the following concentrations:

Track I - Civil Engineering
${ }^{*}$ CE 20900.................................................Structural and Site Plans....................................... 3
*CE 264......................................................Data Analysis OR
ENGR 204 ................................................ Electrical Circuits. . 3

Track II - Environmental Engineering \& Earth Systems
ENGR 204 ................................................. Electrical Circuits OR .. 3
ENGR 103 ................................................ Analysis Tools for Engineers................................ 2
ENGR 106/EAS 106 ................................... Earth System Science and Engineering $\quad$ Earth Sciences...................................................... 4
Subtotal ...................................................................................................................................-7
Total Credits ..........................................................................................................................64-65
*CE 209 and CE 264 will be taken on ePermit at CCNY.
AGING \& HEALTH STUDIES - ACADEMIC PLAN
REVISION EFFECTIVE JUNE 2014
MAJOR REVISED (Catalog Page 168)
[FROM] Aging \& Health Studies (Major)
[TO] Updated Aging \& Health Studies Major
REQUIRED COMMON CORE ..... CREDITS
English Composition ..... 6
ENG 110, ENG 111
Mathematical and Quantitative Reasoning ..... 3
MAT 100 OR HigherFLEXIBLE COMMON COREChoose the English elective from Creative Expression or US Experience in its Diversity
ENG English elective course above 200 LevelOR
One course in a Foreign Language ..... 3
Individual and Society
PSY 101 ............................................................. General Psychology ..... 3
SOC 101 Introduction to Sociology ..... 3
Life \& Physical Sciences
BIO 110 ............................................................. Principles of Biology ..... 4
AND
Scientific World
BIO 130 Organismic Biology ..... 4
OR
Life \& Physical Sciences
BIO 230 Anatomy and Physiology I ..... 4
AND
Scientific World
BIO 240 Anatomy and Physiology II .....  4
MAJOR REQUIREMENTS
PSY 180 Psychology of Aging ..... 3
LAC 118 Caribbean Society \& CultureOR
BLS 150 Ethnicity Health and Illness ..... 3
SW 101 Introduction to Social Work
OR
PPA 121 Social Service Administration .....  3
PED elective. ..... 1
HLT 103 Interpersonal Relations and Teamwork .....  3
HLT 215 Nutrition .....  3
GERO 101 Introduction to Gerontology .....  3
GERO 102 Therapeutic Recreation in Long Term Care .....  3
GERO 103 Health \& Aging .....  3
GERO 199 Fieldwork with Older Population ..... 3
Free electives .....  6
Total Credits ..... 60

## NEW COURSES TO BE PILOTED FOR FALL 2014

## ESL 93 Basic Composition II

3 credits/6 hours
Pre-Requisites: ESL 35 or ESL 84 or ESL 86 or ESL 88 or at least one $R$ grade in ESL 91 AND a current score of 48-55 on the CAT-W exam AND passed the CAT-R exam.
The goal of this 6-hour course is to give learners of English as a Second Language the opportunity to engage in writing as a means of communication. The students will learn major rhetorical modes through the preparation of written essays. This course will help prepare students for ENG 110 as well as the CAT-W examination. A passing score on this examination will entitle students to a passing grade in the course if they have fulfilled all other requirements as well as entrance into ENG 110.

## ESL 95 Creative Writing for English Language Learners

Prerequisite: ESL 91
1 Credit/3Hours
This course can be taken by students who took ESL 91 twice and did not pass the CAT-W examination. Students will be required to commit to a 20-hour intervention in the Writing Center in order to be eligible to retake the test.
This is a course in which students will enter the world of creative writing. Students will learn to write fiction, memoir, and poetry. They will also learn how to critique and discuss writing in each genre in groups similar to those in writers' workshops. Each writer will practice giving positive feedback and constructive commentary that will encourage revision and editing. The responses will help each student develop his or her own authentic writer's voice. Since language is learned in context and reflects the experience of the learner, bilingualism and multiculturalism will be a natural resource with which students will develop perspective and point of view. As a result of reading, writing and discussing in English, students will become more proficient. At the same time, they will be encouraged to maintain literacy in their native language for the ongoing development of voice and identity.

## PIL 101 First-Year Seminar a New York State of Mind: What Makes a City Great

Pre/Co-Requisites: ESL 91/ENG 91
3 Credits/3Hours
The Pilot First-Year Seminar is a one-semester course that introduces first-year students to the college experience. Centered on a specific inter-disciplinary academic theme, A New York State of Mind: What Makes a City Great, the seminar introduces students to the academic expectations of college life while providing them with an integrated approach to developing the study skills and habits of mind they will need to succeed in college. Students will read, write and discuss academic content both formally and informally and will use multi-media approaches to deepening their understanding of course material. The seminar fosters critical inquiry, collaborative learning and community-building. Students will become familiar with the College's resources and participate in a library workshop designed to foster information literacy.

## PIL 102: Bronx Beautiful

Pre-Requisite: ENG 110
Pre/Co-requisite: MAT 100 or higher; 42 credits
3 Credits/3 Hours
This liberal arts capstone course will engage students in an in-depth study of the Bronx and challenge students to question and re-evaluate their perceptions of the borough. The course will explore questions such as: What reputation does the Bronx have? How did it get this reputation, and is the reputation grounded in reality? Are the needs of the people of the Bronx, in terms of the environment, health, infrastructure and education, met by the resources of the borough? In what ways can we see the Bronx as a beautiful and culturally rich borough? How can we contribute to the shaping of the future of the Bronx? Studying the Bronx from various disciplinary perspectives will enable students to understand how their education can help them become more aware, educated, and involved members of their communities, and therefore empower them to become agents of change.

