

SDSU Special Topics Course Proposal (Regular University)

College Control No. _____
University Control No. _____

Selected Studies or Topics, Workshop courses and Experimental Topics (296, 496, 596, 696, Latin American Studies 580, Psychology Doctoral Program 796, 886) and General Studies Courses.

Note: For all courses NOT offered previously, page 2 of this form must be completed. **For all courses previously offered**, only page 1 needs to be completed with questions 2, 3, 4, and 14 updated.

1. DEPARTMENT ARCHAEOLOGY TELEPHONE 45527 2. DATE _____

3. Fall _____ (i.e. 2008) Spring _____ Summer 2009

4. APPROVALS: If proposed course is approved, sign and date in the space below and forward to the next authority.

Department Chair _____ Date _____

College Curriculum Comm. _____ Date _____

College Dean _____ Date _____

Academic Affairs Review _____ Date _____

Undergrad. Topics Comm. _____ Date _____

Graduate Topics Comm. _____ Date _____

5. DEPARTMENT ABBREV. ARCH 6. PROPOSED COURSE NO. 496 7. UNITS 3.0

8. TITLE Archaeological Field Techniques

9. GRADING: Cr/NC only Letter Grades

10. Print in class schedule DO NOT print in class schedule

11. COURSE PREREQUISITES AND DESCRIPTION.

Hours: Six hours of Activity

Prerequisites: Archaeology 302

Note: Justification for lack of prerequisites for 496, 596, and 696, Latin American Studies 580, and Psychology Doctoral Program 886 courses should be provided.

Description: (Limit to 40 words.)

Archaeological excavation of significant sites in San Diego. Techniques of excavation, recording, and surveying.

12. MODE OF INSTRUCTION:	Units	Staffing Formula	Activity:	Units	Staffing Formula
Lecture	_____	C-_____	Supervision:	<u>3</u>	C- <u>7</u>
Laboratory	_____	C-_____		_____	S-_____
Seminar	_____	C-_____			

13. Predicted enrollment per section 15-20 Number of sections to be offered _____

14. Has this course been offered in a previous semester Yes No

(i.e., with same course number, title, units, prerequisites, and description?)

If "yes," which semester and year? _____

15. Will you submit a proposal for a permanent course for inclusion in the SDSU catalog? Yes No

If "Yes," when? May 2009

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16a. STUDENT LEARNING OUTCOMES: List the three most important competencies or capabilities students will develop as a result of this course.

- 1:** Interpret maps and 3D layouts of archeological sites in a simulated archaeological excavation.
- 2:** Use key course concepts and methods to prepare written analyses of a stone, ceramic, metal, or glass artifacts.
- 3:** Maintain a well-developed field notebook that satisfies basic criteria for professional description, notation, and commentary and that meets physical requirements for archival storage.

16b. COURSE OUTLINE. List topics to be covered or learning activities and approximate time devoted to each.

Week 1	Presidio Research Design
Week 2	Excavation Organization
Week 3	Preexcavation Research
Week 4	Excavation Design
Week 5	Surveying
Week 6	Fieldwork
Week 7	Recording and Measurement
MIDTERM EXAMINATION	
Week 8	Database Construction
Week 9	Drafting
Week 10	Photography
Week 11	Artifact Analysis I
Week 12	Artifact Analysis II (Stone)
Week 13	Artifact Analysis III (Ceramics)
Week 14	Artifact Analysis IV (Metal, Glass)
Week 15	Excavation Summary
FINAL EXAMINATION	

17. For whom is the course designed, i.e., majors, minors, non-majors, teachers, etc.?
Please explain:

18. When will course be taught (i.e., weekend course -- Friday and Saturday; 15 weeks; 7 weeks; etc.)?
15 weeks

19. For 300-numbered courses or above, describe the required writing component of this course (if no writing component is required, please state justification).

All students must keep a detailed field notebook of all data. Examinations are all essay.

20. List the anticipated textual materials and relevant references (include publication date and publisher).

Joukowsky, M., A Complete Manual of Field Archaeology, 2003, Simon.
Douglas Price, T., and M. Kolb. Fugawiland: An Archaeological Excavation, Computer Simulation, 1997

21. GRADING STANDARDS. Describe grading standards and weights assigned to various coursework components as percentages of the student's final grade.

Each graded assignment will constitute a predetermined percentage of the course grade. The usual "A" through "F" scale will be employed, with the following breakdown: 90-100=A; 80-89=B; 70-79=C; 60-69=D; below 60=F. Assignments and their respective weights will be as follows: Midterm (essay) 20%; Final (essay) 20%; Computer simulation 10%; Field notebooks 30%; Class participation 20%.

22. SPECIAL REQUIREMENTS.

A. For 500-numbered courses, specify any special requirements for graduate students.

B. For 500-numbered courses, if grading standards and weights are identical for graduate and undergraduate students, please justify.

23. Is course being proposed for Distance Education? Yes No .

24. Is course being proposed for Gen. Education? Yes No . If "Yes," what area?

If course is not approved for General Education, do you still want it to be considered as a Special Topics course?
Yes No

NOTE: Refer to "General Education" section of current Curriculum Guide.
Attach answers to appropriate criteria questions to General Education courses.