South Central College

South Central College

CC 1000 Introduction to Unicorns

← *Title, including Course Prefix & Number*

Common Course Outline

Course Information

← *Course Description*

Description This course will introduce many elements to establish a foundational knowledge base about unicorns. During this course, students will have an opportunity to learn about the physiological and biological make-up of the unicorn (*Unicornus monoceros).* The sociocultural aspects of a unicorn's life will also be examined, including interaction with a variety of their fellow magical forest dwellers; this aspect of study includes but is not limited to faeries, leprechauns, and Sasquatch. (Prerequisites: None) (MNTC 11: Fantastic Topics)

Prerequisites and MNTC Goal Area (if applicable)

These need to be represented in parenthetical reference in the Course Description so that they populate in the e-Catalog. When there are no prerequisites, it should be indicated as shown above.

Total Credits 2.00 ←

Total Hours 32.00

Total Credits & Hours

This is based on breakdown of Instruction Type: There should be 16 contact hours per credit of Lecture, 32 contact hours per credit of Lab, and 48 hours for each internship credit (OJT).
The breakdown should also be indicated on the CCO.

Types of Instruction

Instruction Type	Credits/Hours
Lecture	2/32

Institutional Core Competencies

1   Analysis and inquiry: Students will demonstrate an ability to analyze information from multiple sources and to raise pertinent questions regarding that information.

2   Critical and creative thinking: Students will develop the disposition and skills to strategize, gather, organize, create, refine, analyze, and evaluate the credibility of relevant information and ideas.

Course Competencies

1   Identify basic biological characteristics of a unicorn.

Learning Objectives
Label the four quadrants of the unicorn that produce the following: hopes; dreams & wishes; giggles & smiles; stars & sparkles.
Describe the chemical and magical composition of the alicorn.
Give examples of the magical qualities of the alicorn.

2   Outline the functions of the main systems of a unicorn.

Learning Objectives
Explain the digestive system of the unicorn, with an emphasis on the unique internal organs that help them digest a diet consisting of largely candy-coated marshmallows.
Differentiate between the respiratory and circulatory systems of the unicorn and that of a non-magical horse.

4   Explain the communication techniques unicorns use with other magical creatures.

Learning Objectives
Recognize the many different magical-creature languages in the enchanted forest.
List methods unicorns use to overcome communication barriers.
Distinguish between verbal and non-verbal communication between magical creatures.

5   Analyze the social stratification of the magical beasts of the forest, specifically as it pertains to unicorns.

Learning Objectives
Define social stratification of magical creatures.
Identify the unicorn's location within the strata.
Evaluate the effectiveness of classifying and stratifying magical creatures, including the unicorn.

6   Examine the placement of the unicorn within the Magical Creatures Hierarchy.

Learning Objectives
List the levels of the Magical Creature Hierarchy.
Locate the unicorn's placement in the Hierarchy.

7   Create a map showing where unicorns can be most easily found.

Learning Objectives
Produce a hand-drawn map of the known quadrants of the magical forest.
Indicate geographically where unicorns might be located, based on existing documentation.

8   Summarize reported human-unicorn encounters.

Learning Objectives
Identify two interactions between humans and unicorns that carry historical importance (examples include Genghis Kahn and Alexander the Great).
Relate at least one story you are able to gather from local townfolke.

SCC Accessibility Statement

If you have a disability and need accommodations to participate in the course activities, please contact your instructor as soon as possible. This information will be made available in an alternative format, such as Braille, large print, or cassette tape, upon request. If you wish to contact the college ADA Coordinator, call that office at 507-389-7222.

Disabilities page http://southcentral.edu/academic-policies/disability-rights.html

> *SCC Accessibility Statement*
>
> *The SCC Accessibility Statement will automatically populate the CCO when it is generated/exported from the online WIDS program.*

The Curriculum Committee is a faculty-driven, standing committee of Academic Affairs and Standards Council that encourages faculty to create relevant and high-quality courses and programs. These courses and programs lead toward lifelong learning, employability, and transferability and build the necessary skills to compete in a global market.

The purpose of the committee is to ensure that all academic programs and their components comply with Minnesota State Colleges and Universities Board academic program policies and procedures. It also ensures that proper steps are taken when curriculum is added, modified, or eliminated.

For more information about constructing CCOs, developing curriculum, or SCC's Curriculum Committee process, please contact your Academic Dean, or Lisa Lamor in Faculty Development (lisa.lamor@southcentral.edu / ext. 7270), or any member of the committee.