



COURSE OUTLINE

Outline Status: Outline Update (ECD 10118); 2009-2010

Section I: BASIC COURSE INFORMATION

1. **COLLEGE:** L.A. SOUTHWEST COLLEGE
2. **SUBJECT:** ART
3. **COURSE NUMBER:** 101
4. **COURSE TITLE:** SURVEY OF ART HISTORY I
5. **UNITS:** 3
6. **CATALOG COURSE DESCRIPTION:**

A study is made of the historical development of Western art from the prehistoric through Gothic periods as well as from selected Non-Western cultures. Attention is given to an analysis of the work of each period and culture.

7. **CLASS SCHEDULE COURSE DESCRIPTION:**

A study is made of the historical development of Western art from the prehistoric through Gothic periods as well as from selected Non-Western cultures. Attention is given to an analysis of the work of each period and culture.

8. **INITIAL COLLEGE APPROVAL DATE:** 1986
9. **COURSE OUTLINE UPDATE APPROVAL DATE:** 11/17/09

Advisory revalidation

10. **CLASS HOURS:**

	Standard Hrs Per Week (based On 18 weeks)	Total Hs per Term (hrs per week x 18)	Units
Lecture:	3	54	3
Lab/Activity (w / homework):	0	0	0
Lab/Activity (w /o homework):	0	0	0
Totals:	Lecture: 3	Lecture: 54	Lecture: 3
	Lab: 0	Lab: 0	Lab: 0
	Total: 3	Total: 54	Total: 3
<i>Totals In Protocol:</i>	Lecture: 3	Lecture: 54	
	Lab: 0	Lab: 0	
	Total: 3	Total: 54	Total: 3

11. PREREQUISITES, COREQUISITES, ADVISORIES ON RECOMMENDED PREPARATION, and LIMITATION ON ENROLLMENT:

Note: The LACCD's *Policy on Prerequisites, Corequisites and Advisories* requires that the curriculum committee take a separate action verifying that a course's prerequisite, corequisite or advisory is an 'appropriate and rational measure of a student's readiness to enter the course or program' and that the prerequisite, corequisite or advisory meets the level of scrutiny delineated in the policy.

PREREQUISITES: No

	Subject	Number	Course Title	Units	Validation Approval Date

COREQUISITES: No

	Subject	Number	Course Title	Units	Validation Approval Date

ADVISORIES: Yes

	Subject	Number	Course Title	Units	Validation Approval Date
	English	028	Intermediate Reading and Composition	3	11/17/09

12. OTHER LIMITATIONS ON ENROLLMENT: (See Title 5, Section 58106 and Board Rule 8603 for policy on allowable limitations. Other appropriate statutory or regulatory requirements may also apply):

None

Section II: COURSE CONTENT AND OBJECTIVES

1. COURSE CONTENT AND OBJECTIVES:

COURSE CONTENT AND SCOPE - Lecture: Outline the topics included in the lecture portion of the course (<i>Outline reflects course description, all topics covered in class</i>).	Hours per topic	COURSE OBJECTIVES - Lecture: Upon successful completion of this course, the student will be able to.. (<i>Use action verbs - see Bloom's Taxonomy for 'action verbs requiring cognitive outcomes.'</i>)
1 Course Overview 1.1 What is the function of a culture? 1.2 What is the relationship between man and culture? 1.3 What is the function and purpose of art within a culture?	3	1. List the stylistic characteristics of selected works of art from the major periods of art from the Western world and selected non-Western cultures. 2. Identify works of art from these periods by stylistic characteristics.
2 Stylistic Characteristics 2.1 The art of prehistory (Paleolithic, Mesolithic, Neolithic)	3	3. Create an inventory of the major periods in art from prehistoric (Paleolithic) through the Middle Ages (ending in Gothic) in Western culture.
2.2 Configuring Ancient Art of Egypt and the Middle East (Old Kingdom: Narmer Palette, Old Kingdom sculpture, Old Kingdom architecture: Mastaba pyramids)	3	4. Compare and contrast similarities and differences of Western art and the art of selected non-Western cultures. Evaluate how these various cultures are interrelated.
2.3 Ancient Egypt and the Middle East (Middle Kingdom: rock cut tombs, Middle Kingdom sculpture)	3	5. Define the relationship between a work of art and the culture which produced it. Evaluate this concept by comparing a work of art to others within the same culture.
2.4 Film: "Of Time, Tombs, and Treasure"	2	
2.5 Ancient Art of Egypt and the Middle East; the new Kingdom (Art of the New Kingdom, New Kingdom Temples, Amarna Period: Bust of Queen Nefartiti, King Tutankhamen grave objects)	3	6. Employ conceptual and written skills for objectively observing, analyzing and appraising similarities and differences between two works of art.
2.6 Mesopotamia and Persia (Sumerians: Ziggurat, Sumerian, Sculpture, Akkadian: Sculpture, Babylonians: Cylinder seals Assyrians: Carvings, Art Dying Lioness, Guardian bulls, Persians: Architecture, ornamentation)	3	7. Define and implement Art Historical vocabulary, understand, identify materials and techniques of art works utilized in both Western and non-Western cultures.
2.7 Aegean and Greek Art (Cycladic islands: Minoans: Palace at Knossos; Mycenaean: Lion Gate at Mycenae; Film: "Man, the Measure of All Things: Greek Art, the Light of Gods")	3	
2.8 Aegean and Greek Art, Greek Aesthetics; Stylistic periods in Greek Art: Archaic period, Black figure and red figure styles, architecture, architectural sculpture, Komes and Koze. Classical Period: Parthenon, architectural sculpture, free-standing sculpture, mural and vase painting. Late Classical Period: Praxiteles; Hellenistic Period: Lao Coon group (Alexandrian Art, Pergamon Altar—Egyptian--Asia Minor) Film: "The Greek Temple" MIDTERM EXAM	3	
2.9 Etruscan, Roman Art (Tombs at Veii)	3	
Rome: Colosseum, Triumphal Arch, the Pantheon, the Basilica of Constantine Film: "Trajan's Column"	3	
2.10 Etruscan Roman Art Middle East (Middle Rome), sculpture and painting	3	
2.11 Early Christian: Catacombs, Painting, Symbolism (The Good Shepherd), Old St. Peter's in Rome (church's architectural plan) Byzantine Art: San Vitale in Ravenna (plan-Mosaics), Hagia Sophia in Constantinople (plan) Iconoclast period Later Byzantine Art: Churches, Christ Pantocrator	3	

2.12 Romanesque Art Romanesque Churches Sculpture: The Last Judgment of Autun Christ of the Pentacost at Vezelay Film: Italian Romanesque Architecture, Sculpture and Painting	3	
2.13 Early Medieval Art including Irish and Norse Dark Ages: Hiberno-Saxon Style Carolingian Architecture, Palatine Chapel of Charlemagne at Aachen; Carolingian Manuscripts: Charlemagne's gospel book, Ebbo Gospel Norse: Wood carving, Stave churches	3	
2.14 Gothic Europe France, Chartres Cathedral, England and the Holy Roman Empire, Italy, Frescos: Giotto Arena Chapel	3	
2.15 The Art of South and South east Asia: Indus Civilization, Kushan, Gupta, Post Gupta Periods, Early Medieval Period Mughal Empire	2	
2.16 The Art of China, Shang to Qin Dynasties, Han, Tang, Song, Yuan and Ming Dynasties	2	
2.17 The Art of Japan: Before Buddhism, Buddhist Japan, Japan under the Shogun, Edo periods Japanese wood block prints. Modern Japan.	2	
2.18 The Art of Africa: Prehistory and Early Cultures, 11th to 18th Centuries, 19th century Olowe of Ise FINAL EXAM	2	
Total:	54	
Total Hrs In Protocol:	54	

1. (cont'd) LAB:

COURSE CONTENT AND SCOPE - Lab: Outline the topics included in the laboratory portion of the course (<i>Outline reflects course description, all topics covered in class</i>).	Hours per topic	COURSE OBJECTIVES - Lab: Upon successful completion of this course, the student will be able to.. (<i>Use action verbs - see Bloom's Taxonomy for 'action verbs requiring cognitive outcomes.'</i>)
Total:	0	
Total Hrs In Protocol:	0	

1. (cont'd) SLO:

The student will.. (outcome)	As measured by the following method.. (assessment strategy)	And, if applicable, scored by the following learning rubric. (provide attachment)	Results are examined to determine if the outcome is achieved. Include planned or actual assessment date. (results & evaluation)	Recommendations to improve teaching and learning. (modifications)
STUDENT LEARNING OUTCOMES: As a result of this learning experience, a student can: 1. Identify representative works of art from periods studied by their stylistic	Embedded assessment on lectures for final exam Class average 70%		End Fall Semester 2009	

<p>characteristics.</p> <p>2. Using terminology appropriate to Art History, analyze works of art to explain how visual works of art communicate within a cultural context.</p> <p>3. Evaluate the constitution of significant ideas and how major changes influence the evolution of style.</p> <p>SLO REVIEW, 11/13/09, GY</p>			<p>Spring 2010 or next semester taught</p> <p>Fall 2010 or next semester taught</p>	
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2. REQUIRED TEXTS:

Provide a representative list of textbooks and other required reading; include author, title and date of publication:

Gardner's Art Through the Ages, A Concise Global History, Second Edition; Kleiner Fred S.; 2009

3. READING ASSIGNMENTS:

Provide a representative list of textbooks and other required reading; include author, title and date of publication:

Give example of an assignment; students will research the background of a chosen artist or period and incorporate information into written assignments.

4. WRITING ASSIGNMENTS:

Writing assignments, as required by Title 5, in this course may include, but are not limited to the following:

Students will compose essays on specific topics covered in class. Sample assignments would be: 1) Caravaggio's use of dramatic light, dark backgrounds, and ordinary people in dramatic situations influenced artists well into the 19th century. Give examples of painting done in Caravaggio's style by later painters. Name a religious painting, a painting of everyday life, a portrait, and a scene from a secular or historic subject. 2) Eduard Manet was influenced by Ribera, Zurbaran, Velasquez, and Goya, especially in his early style. Find a painting by Manet for each of the above Spanish painters and describe how he has emulated the Spanish examples.

5. REPRESENTATIVE OUTSIDE ASSIGNMENTS (HOMEWORK):

Out of class assignments (Homework) may include, but are not limited to the following:

Students will be required to independently visit museums to later analyze specific works of art.

6. REPRESENTATIVE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:

Provide examples of assignments, as required by Title 5, that demonstrate critical thinking.

Students will identify the visual elements of works of art and explain how artists organize them to present compositional solutions.

7. METHODS OF EVALUATION:

Title 5, section 55002 requires grades to be 'based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.' Methods of evaluation may include, but are not limited to the following (please note that evaluation should measure the outcomes detailed 'Course Objectives' at the beginning of Section II):

Quizzes, short papers written at college level and reports of a minimum of eight to twelve paragraphs, a mid-term and final exam including slide identification.

8. METHODS OF INSTRUCTION:

Please Check All That Apply

- Lecture**
- Discussion**
- Laboratory**
- Activity**
- Field Experience**
- Independent Study**
- Other (Please Explain)**

9. SUPPLIES:

List the supplies the student must provide.

None

10. COMPUTER COMPETENCY:

If applicable, explain how computer competency is included in the course.

Students will develop and use skills to conduct online research

11. INFORMATION COMPETENCY:

If applicable, explain how information competency is included in the course.

Students will conduct research in the library and on line, requiring them to locate and evaluate appropriate

information.

12. DIVERSITY:

If applicable, explain how diversity (e.g., cultural, gender, etc.) is included in the course.

This course is open to all students; the This course introduces the students to Western and non-Western cultures.

13. SCANS COMPETENCIES:

(required for all courses with vocational TOP Codes; recommended for all courses)

SCANS (Secretary's Commission on Necessary Skills) are skills the Department of Labor identified, in consultation with business and industry leaders, which reflect the skills necessary for success in the workplace. Check the appropriate boxes to indicate the areas where students will develop the following skills (please note that all SCANS competencies do not apply to all courses):

RESOURCES

- Managing Time:** Selecting relevant goal-related activities, ranking them in order of importance, allocating time to activities, and understanding, preparing and following schedules.
- Managing Money:** Using or preparing budgets, including making cost and revenue forecasts; keeping detailed records to track budget performance, and making appropriate adjustments.
- Managing Material and Facility Resources:** Acquiring, storing, allocating, and distributing materials, supplies, parts, equipment, space or final products in order to make the best use of them.

INTERPERSONAL

- Participating as Member of a Team:** Working cooperatively with others and contributing to group's efforts with ideas, suggestions and effort.
- Teaching Others New Skills:** Helping others learn needed knowledge and skills.
- Exercising Leadership:** Communicating thoughts, feelings, and ideas to justify a position, encouraging, persuading, convincing or otherwise motivating an individual or group, including responsibly challenging existing procedures, policies or authority.
- Negotiating:** Working toward agreement that may involve exchanging specific resources or resolving divergent interests.
- Working with Cultural Diversity:** Working well with men and women and with people from a variety of ethnic, social, or educational backgrounds.

INFORMATION

Acquiring and Evaluating Information: Identifying a need for data, obtaining the data from existing sources or creating them, and evaluating their relevance and accuracy.

Organizing and Maintaining Information: Organizing, processing and maintaining written or computerized records and other forms of information in a systematic fashion.

Interpreting and Communicating Information: Selecting and analyzing information and communicating the results of others, using oral, written, graphic, pictorial, or multimedia methods.

Using Computers to Process Information: Employing computers to acquire, organize, analyze and communicate information.

SYSTEMS

Understanding Systems: Knowing how social, organizational and technological systems work and operating effectively with them.

Monitoring and Correcting Performance: Distinguishing trends, predicting impacts of actions on system operations, diagnosing deviations in the functioning of a system/organization, and taking necessary steps to correct performance.

Improving or Designs Systems: Making suggestions to modify existing systems in order to improve the quality of products or services and developing new or alternative systems.

TECHNOLOGY

Selecting Technology: Judging which sets of procedures, tools or machines, including computers and their programs, will produce the desired results.

Applying Technology to Tasks: Understanding overall intent and proper procedures for setting up and operating machines, including computers and their reprogramming systems.

Maintaining and Troubleshooting Equipment: Preventing, identifying, or solving problems with equipment, including computers and other technologies.

Section III: RELATIONSHIP TO COLLEGE PROGRAMS

1. THIS COURSE WILL BE AN APPROVED REQUIREMENT FOR AN APPROVED ASSOCIATE DEGREE OR CERTIFICATE PROGRAM: Yes

a. If yes, the course will be a requirement portion of the 'approved program' listed on the State Chancellor's Inventory of Approved Programs (approved programs can be found on the State Chancellor's Office website at <https://misweb.cccco.edu/webproginv/prod/invmenu.htm>)

Required in both Art (Program ID 02873) and Art History (Program ID 08446) AA degree programs

2. GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE DEGREE STATUS:

a. Area Requested: C. Humanities

Approval Date:

If applicable, provide an explanation of how the course meets the General Education parameters for one of the five general education areas - Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education -- contained in Board Rule 6201.14 -General Education Requirements. http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm

b. Area Requested: None

Approval Date:

If applicable, provide an explanation of how the course meets the General Education parameters for one of the five general education areas - Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education -- contained in Board Rule 6201.14 -General Education Requirements. http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm

Section IV: ARTICULATION INFORMATION

(Complete in consultation with College Articulation Officer)

1. TRANSFER STATUS:

a. Transferable to the University of California: Yes b. UC Approval Date: 10/7/05	c. Transferable to the California State University: Yes d. College Approval Date:
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2. GENERAL EDUCATION FOR TRANSFER:

<p><i>IGETC Certification</i></p> <p>a. Area Requested: 3A : Arts b. Date Requested: 12/1/90 c. IGETC Approval Date: 1/1/91</p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 10px;"></div>	<p><i>CSU Certification</i></p> <p>a. Area Requested: C1 : Arts b. Date Requested: c. CSU Approval Date:</p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 10px;"></div>
<p>a. 2nd Area Requested: b. Date Requested: c. IGETC Approval Date:</p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 10px;"></div>	<p>a. 2nd Area Requested: b. Date Requested: c. CSU Approval Date:</p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 10px;"></div>

3. MAJOR REQUIREMENT FOR TRANSFER:

Will this course be articulated to meet lower division major requirements?: Yes

List college/university and the majors:

Various, Art, Art History

CAN NUMBER: **CAN SEQUENCE #:**

CAN Approval -

Date requested: Date approved:

Section V: SUPPLEMENTAL COURSE INFORMATION

1. **DEPT/DIVISION NAME:** Arts And Humanities
2. **DEPT/DIVISION CODE:** 01
3. **SUBJECT CODE:** 080
4. **SUBJECT ABBREVIATION:** ART
5. **RECOMMENDED MINIMUM QUALIFICATION AREA:**
6. **ABBREVIATION FOR TRANSCRIPTS:** SURVEY ART HISTORY I
7. **DEGREE CREDIT:**

Indicate whether the course meet the 'standards for approval' for degree credit course set forth in Title 5, section 55002(a)(2), which requires the course to have a degree of intensity, difficulty, and vocabulary that the curriculum committee has determined to be at the college level: **Degree Applicable**

8. **GRADING METHOD:** LETTER GRADE
9. **REPETITIONS:** # of times repeated for credit: **0**

If this course is repeatable, explain how repetition of this course meets Title 5, section 55041(c)(2)(B):

10. **PRIOR TO TRANSFERABLE LEVEL:**

This course attribute applies to **English, Writing, ESL, reading and mathematics** courses ONLY. If applicable, indicate how many levels below the transferable level this course should be placed: **Not applicable**

11. **CREDIT BASIC SKILLS:**

Title 5, section 55000(j) defines basic skills as 'courses in reading, writing, computation, and English as a Second Language, which are designated as non-degree credit courses pursuant to Title 5, section 55002(b).': **No**

12. **CROSS REFERENCE:**

Is this course listed as equivalent in content to existing College/District courses in another discipline?: **No**

If Yes, list courses (documentation of cross-discipline agreement must be provided):

13. **COURSE SPECIFICALLY DESIGNED FOR STUDENTS W/ DISABILITIES:**

Title 5, section 56029 allows a course to be repeatable when continuing success of the students with disabilities is dependent on additional repetitions of a specific class. Is this course designated as an 'approved special class' for students with disabilities?: **No**

If yes, provide an explanation of how this course meets the requirements of Title 5, section 56029:

14. COOPERATIVE EDUCATION STATUS:

Title 5, section 55252 allows for two types of Cooperative Education: 1) General Work Experience Education -- i.e., supervised employment, which is intended to assist students in acquiring desirable work habits, attitudes and career awareness, which need not be related to the students' educational goals; or 2) Occupational Work Experience Education - i.e., supervised employment, extending classroom based occupational learning at an on-the-job learning station, which is related to the students' educational or occupational goal. Is this course part of the college's approved cooperative work experience education program?: **No**

15. COURSE CLASSIFICATION: Liberal Arts and Sciences

Note: A course's Classification, TOP Code and SAM code must be aligned e.g., Courses with an 'Occupational' Course Classification must have an 'Occupational' TOP Code and a SAM Code of A, B, C, or D; courses that do not have an 'Occupational' Course Classification cannot have an Occupational TOP Code and must have an 'E' SAM Code. Courses coded as 'basic skills' in #11 should be coded 'Adult and Secondary Basic Skills.'

16. TOP CODE - (6 digits XXXX.XX): **1001.00**

Course content should match discipline description in Taxonomy of Programs found at <http://ecd.laccd.edu/TaxonomyOfPrograms.doccurriculum.htm>

17. SAM CODE (Student Accountability Model): **E**

18. FUNDING AGENCY CODE:

19. STATE COURSE ID:

Section VI: APPROVAL STATUS

1. APPROVAL STATUS:

		Approval Date Of	Board Date	Requested Effective Semester	Approved Effective Semester
a.	<input type="checkbox"/> New Course	College:	Board: 5/9/86	Effective Semester:	Effective Semester:
b.	<input type="checkbox"/> Addition of Existing District Course	College:	Board:	Effective Semester:	Effective Semester:
c.	<input type="checkbox"/> Course Change*	College:		Effective Semester:	Effective Semester:
d.	<input checked="" type="checkbox"/> Outline Update	College: 11/17/09			Effective Semester:
e.	<input type="checkbox"/> New Course	College:		Effective Semester:	Effective Semester:
f.	<input type="checkbox"/> New Course	College:	Board:	Effective Semester:	Effective Semester:

* Changes to a course require the completion of a 'Course Change Request' form and approval by the college's Curriculum Committee. In some cases districtwide approval is also required; see, Administrative Regulation E-65, section 3(c) for details.

Section VII: APPROVAL INFORMATION FOR NEW OR ADDED COURSES

(complete in consultation with Department Chair and the appropriate Academic Administrator)

1. **ORIGINATOR:** Evans, Lauren L.

2. **DEPARTMENT:** 01

3. **IF THIS IS A NEW COURSE, INDICATE HOW THE COLLEGE PLANS TO MEET THE EXPENSE OF THIS COURSE:**

By additional funds. Describe:

By deleting courses from the college catalog and course database. List specific courses to be deleted:

By deleting sections of existing course. List courses and number of sections to be deleted:

FIRST YEAR: SECOND YEAR: THIRD YEAR:

By rotating sections of existing courses. List courses and number of sections to be rotated, as well as the semesters in which they will be offered:

4. **IMPACT**

IMPACT -- Will this course directly impact other course offerings and/or associate degree or certificate programs on campus? No (If yes, briefly explain how)

5. **METHOD OF SUPPORT**

-- Indicate how the college plans to support the proposed course:

Additional staff -- List additional staff needed:

Classroom -- List classroom type needed:

Equipment -- List new equipment needed and indicate funding source for any new equipment:

Supplies- List supplies and indicate dollar value:

Library/Learning Resources- The course initiator shall consult with the College Librarian and review the college library, book, periodical, and electronic resource collections relevant to this course. List additional titles and resources to be considered for purchase as funding permits:

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CERTIFICATION AND RECOMMENDATION

- This course meets Title 5 requirements for Associate Degree applicable college credit towards an Associate Degree.
- This course meets Title 5 requirements but does not satisfy the requirements for an Associate Degree applicable course.

We certify that the information and answers above properly represent this course.

Lauren Evans / Patricia Lewis	11/17/2009
Originator	Date
Patricia Ann Lewis	11/17/2009
Department/Cluster Chairperson	Date
Linda Larson-Singer	11/17/2009
Articulation Officer	Date
Ramon Miramontes	11/17/2009
Librarian	Date
Ramon Miramontes	11/17/2009
Dean (if applicable)	Date
Linda Larson-Singer	11/17/2009
Curriculum Committee Chairperson	Date
Allison Moore	11/24/2009
Academic Senate President	Date
Mary Callahan	12/08/2009
Vice President, Academic Affairs	Date

Section VIII: ADDENDA

(Uploaded Documents)

CONTENT REVIEW FOR PREREQUISITE VALIDATION

Target Course & Number, Title: **ART 101, Survey of Art History I**

(Course to which pre/corequisite/advisory applies)

Check Applicable Box

Prerequisite:

Corequisite:

Advisory: **Course & Number, Title: ENGLISH 28, Intermediate Reading and Composition**

A. **Target Course Entry Skills: Course & Number, Title: ART 101**

(For prerequisites/corequisites, list specific skills and/or knowledge necessary for students to succeed in the target class. For advisories, list skills/knowledge which will enrich or deepen the student's knowledge obtained from the course but without which the student may still succeed in the course. Attach additional sheet if necessary. NUMBER EACH SKILL.)

1. **Write essays demonstrating mastery of English fundamentals.**

B. **Exit Skills Provided By Prerequisite/Corequisite/Advisory Course or Assessment:**

Course & Number, Title: ENGLISH 28

(List specific skills and/or knowledge that are the outcome of the prerequisite/corequisite/advisory course or assessment. For courses already in the curriculum, these should be present in the course objectives in the course outline. Attach additional sheet if necessary. NUMBER EACH SKILL.)

1. **Demonstrate strategies for extracting meaning from expository writing and fiction, i.e., finding the thesis and major and minor support in expository writing and finding the theme and how it is given in fiction.**

2. **Write a combination of 8-12 paragraphs and essays demonstrating mastery of English fundamentals.**

3. **Practice writing in various contexts, i.e., in the classroom and as homework.**

4. **Demonstrate writing skills drawn from personal experience to writing about ideas.**

CONTENT REVIEW SKILLS MATRIX FOR PREREQUISITE VALIDATION*

COURSE & NUMBER, Title: ART 101, Survey of Art History I
Entering Skills of Target Course

ENGLISH 28
Intermediate Reading and Composition
Exit Skills of Prerequisite Course

	1	2	3	4	5	6	7	8	9
1									
2	X								
3									
4									
5									
6									

Comments:

(Include justification for assessments, health and safety, or non-course prerequisites)

Validation requires at least one match of each entry skill with any exit skill(s).

Was validation achieved? YES

PARTICIPANTS IN CONTENT REVIEW:

(Signatories should include instructors for both exit and entering skills courses.)

Name: Lauren Evans / Pat A. Lewis Title: Instructor/Dept. Chair Initial: P. Lewis Date: 11/17/2009

Name: _____ Title: _____ Initial: _____ Date: _____

Name: _____ Title: _____ Initial: _____ Date: _____

CERTIFIED BY:

Patricia Ann Lewis 11/17/2009
 Initiator Date

Patricia Ann Lewis 11/17/2009
 Department Chairperson Date

 Curriculum Chairperson Date