



# COURSE OUTLINE

Outline Status: Outline Update (ECD 9808); 2009-2010

## Section I: BASIC COURSE INFORMATION

1. **COLLEGE: L.A. SOUTHWEST COLLEGE**
2. **SUBJECT: ENGLISH**
3. **COURSE NUMBER: 127**
4. **COURSE TITLE: CREATIVE WRITING**
5. **UNITS: 3**
6. **CATALOG COURSE DESCRIPTION:**

This course is designed for those who want to practice writing and develop a portfolio of creative writing. Students will write poems, plays, stories, and/or multi-media works and present their writing in workshops for informal discussion and evaluation by the class and instructor, and for publication in the LASC online literary journal, The Truth. Instruction in creative writing as well as critical reading will be provided.

**7. CLASS SCHEDULE COURSE DESCRIPTION:**

Students will compile a portfolio of poems, short plays, stories, and/or multi-media works; read and analyze samples of creative writing; participate in peer-review workshops; and prepare writing for publication.

8. **INITIAL COLLEGE APPROVAL DATE: 6/2/98**
9. **COURSE OUTLINE UPDATE APPROVAL DATE: 11/17/09**

Change in course description; prerequisite validation

**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: Yes**

	Subject	Number	Course Title	Units	Validation Approval Date
	ENGLISH	028	Intermediate Reading and Writing	3	11/17/09
Or	ENGLISH	031	COMPOSITION AND CRITICAL READING	5	11/17/09

**COREQUISITES: No**

	Subject	Number	Course Title	Units	Validation Approval Date
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**ADVISORIES: No**

	Subject	Number	Course Title	Units	Validation Approval Date
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**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
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## Section II: COURSE CONTENT AND OBJECTIVES

### 1. COURSE CONTENT AND OBJECTIVES:

COURSE CONTENT AND SCOPE - <b>Lecture:</b> 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 - <b>Lecture:</b> 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. Introduction to the Writing Process, peer review, and workshops; an historical perspective of fiction.	3.0	1. Identify and apply the common practices of developing ideas through drafting, editing, and peer review in the creative writing process.
2. Instruction and practice in the creative process: critical reading and reading as a creative writer; keeping a writer's notebook; brainstorming techniques for creative writers; writing exercises.	6.0	2. Identify, interpret, analyze and evaluate the fundamental elements (genre, audience, purpose, voice, literary techniques and style) of poetry, drama, short stories, creative non-fiction, spoken word, and multi-media published works of fiction by preparing and collecting a series of critical reading response journal entries.
3. The techniques of writing poetry: Read examples by professional writers, analyze them as writing models, and incorporate appropriate generic features into student's own creative writing; topics include: drafting; line; meter; voice, point of view; imagery and figurative language including metaphor; rhyme patterns; structured and unstructured poetry; form; theme.	6.0	3. Incorporate literary techniques and critical standards into the interpretation, analysis, and evaluation of classmates' and student's own work through peer review workshops.
4. The techniques of playwriting: Read examples by professional writers, analyze them as writing models, and incorporate appropriate generic features into student's own creative writing; topics include: the one-act play; monologue and dialogue; stage directions; cues; scene and setting; performing a written text.	6.0	4. Based on literary models of genres and sub-genres, create imaginative works of poetry, drama, short stories, creative non-fiction, spoken word, and multi-media works.
5. The techniques of short story writing: Read examples by professional writers, analyze them as writing models, and incorporate appropriate generic features into student's own creative writing; topics include: character creation; setting; point of view; narration; showing and telling; structure; story; reader's expectations.	6.0	5. Appraise the relative value and achievement of the student's own best creative works by assembling a portfolio of poetry, fiction, creative non-fiction, spoken word, multi-media, and/or drama for assessment.
6. The techniques of creative non-fiction: Read examples by professional writers, analyze them as writing models, and incorporate appropriate generic features into student's own creative writing; topics include: using the techniques of fiction to dramatize true stories; investigative and new journalism; the journalistic style.	6.0	6. Research, locate and construct a list of resources and outlets for publication.

7. The techniques of spoken word: Read examples by professional writers, analyze them as writing models, and incorporate appropriate generic features into student's own creative writing; topics include: writing works designed to be performed; gestures and intonation; emphasis; oral storytelling techniques and the oral tradition.	6.0	
8. The techniques of multi-media works: basic instruction in enhancing written work using visuals, such as power point, film, artworks, and video; and sound, such as music, sound effects, or other recordings; or designing works for the web.	6.0	
9. Writer's Workshops: Revising and editing; critiquing the work of others and receiving constructive criticism; re-conceiving a written piece according to the suggestions of others.	6.0	
10. The business of writing: publishing, query letters, cover letters.	3.0	
Total:	54	
Total Hrs In Protocol:	54	

**1. (cont'd) LAB:**

COURSE CONTENT AND SCOPE - <b>Lab:</b> 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 - <b>Lab:</b> 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.. <b>(outcome)</b>	As measured by the following method.. <b>(assessment strategy)</b>	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. <b>(results &amp; evaluation)</b>	Recommendations to improve teaching and learning. <b>(modifications)</b>
1. Create a portfolio of	1. Portfolio Assessment	1. See Attached Rubric	1. Spring 2010	

original works (of at least 500 words per genre) in each of the genres: poetry, fiction, creative non-fiction, mixed-media, and/or creative non-fiction.	(Creative Writing)			
2. Evaluate creative writing written by self, classmates, and published authors.	2. Portfolio Assessment (Critiques & Peer Reviews)	2. See Attached Rubric	2. Spring 2011	
SLO REVIEW, 10/17/09				

**2. REQUIRED TEXTS:**

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

Contemporary American Poetry, D. Hall, 2007;  
 Contemporary American Short Stories, D & S Angus, 2007;  
 Three Genres, S. Minot, 2008; Creative Writing: A Practical Guide, Palgrave MacMillan, Casterton, Julia, 2005;  
 Creative Writing: A Workbook with Readings, Routledge, Anderson, Linda, 2006

**3. READING ASSIGNMENTS:**

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

Readings selected by student and deemed representative of contemporary poetry, fiction, non-fiction, or drama; online writing and multi-media genre pieces.

**4. WRITING ASSIGNMENTS:**

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

Students will write a portfolio of creative works in genres of poetry, fiction, and non-fiction; they will create a multi-media work; they will complete peer review assignments; and they will write analyses of published works. For example, students may be asked to select one historical period and specific location outside of their local community, research that era and location, and use their research to write a short story which contains historically accurate details set in that time and at that location and uses a mixture of historical documents and fiction to tell the story.

**5. REPRESENTATIVE OUTSIDE ASSIGNMENTS (HOMEWORK):**

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

Write a "found poem" using material collected from a single location; research a historical period and use it as the setting for a short story; dramatize a current social issue in a one-act play; create a hybrid work that incorporates visuals and written texts; write a spoken word piece intended to be performed aloud; narrate a significant personal experience using multiple points of view; select a subject and write about it in poetry form, short story form, dramatic form, and spoken word form.

**6. REPRESENTATIVE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:**

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

Analyze the effect of the narrative perspective in a short story; evaluate the use of metaphor in a poem; critique the interplay of visuals and written text in a multi-genre piece; compare and contrast a spoken word piece when viewed as a performance and when read on a page; compose an original creative work in any of these styles or genres; write and/or perform a short story as a drama; research a historical era and create a fiction that takes place during that era and uses a mixture of documentary / researched texts juxtaposed against a historically accurate fictional story.

**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):

Instructor evaluation of portfolios of poetry, short stories, plays, multi-media works, and/or hybrid works. Student responses to prompts in reading journals. Participation in and successful completion of peer review workshops.

**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.

Journal, dictionary

**10. COMPUTER COMPETENCY:**

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

Research-based assignments may require student to use online resources; multi-media assignments may require the use of computers.

### 11. INFORMATION COMPETENCY:

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

Students will be required to research topics online, find visual images to accompany written work, and locate representative samples of genre writing on the internet.

### 12. DIVERSITY:

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

Readings will reflect a diversity of writers, genres, and styles.

### 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 restricted elective 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>)

Restricted Elective for AA in English (Program ID 02879)

**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](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](http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm)

## Section IV: ARTICULATION INFORMATION

(Complete in consultation with College Articulation Officer)

**1. TRANSFER STATUS:**

a. <b>Transferable to the University of California: Yes</b>  b. <b>UC Approval Date: before 1990</b>	c. <b>Transferable to the California State University: Yes</b>  d. <b>College Approval Date: before 1990</b>
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**2. GENERAL EDUCATION FOR TRANSFER:**

<p><b><i>IGETC Certification</i></b></p> <p>a. <b>Area Requested:</b>                  b. <b>Date Requested:</b>                  c. <b>IGETC Approval Date:</b></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><b><i>CSU Certification</i></b></p> <p>a. <b>Area Requested:</b>                  b. <b>Date Requested:</b>                  c. <b>CSU Approval Date:</b></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. <b>2nd Area Requested:</b>                  b. <b>Date Requested:</b>                  c. <b>IGETC Approval Date:</b></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. <b>2nd Area Requested:</b>                  b. <b>Date Requested:</b>                  c. <b>CSU Approval Date:</b></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?: No**

**List college/university and the majors:**

**CAN NUMBER:**                      **CAN SEQUENCE #:**

CAN Approval -

Date requested:                      Date approved:

## Section V: SUPPLEMENTAL COURSE INFORMATION

1. **DEPT/DIVISION NAME: English And Foreign Languages**
2. **DEPT/DIVISION CODE: 04**
3. **SUBJECT CODE: 399**
4. **SUBJECT ABBREVIATION: ENGLISH**
5. **RECOMMENDED MINIMUM QUALIFICATION AREA:**
6. **ABBREVIATION FOR TRANSCRIPTS: CREATIVE WRITING**
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: 3**

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

(A) Skills or proficiencies are enhanced by supervised repetition and practice within class periods: Opportunities to focus on a specific genre will be provided to student; also, student will be able to create different works and create a new portfolio of work each semester; participating in peer-review workshops is the primary method of reviewing and revising work.

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): **1501.00****

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"/> <b>New Course</b>	<b>College:</b>	Board: 8/12/88	Effective Semester:	Effective Semester:
b.	<input type="checkbox"/> <b>Addition of Existing District Course</b>	<b>College:</b>	Board:	Effective Semester:	Effective Semester:
c.	<input type="checkbox"/> <b>Course Change*</b>	<b>College:</b>		Effective Semester:	Effective Semester:
d.	<input checked="" type="checkbox"/> <b>Outline Update</b>	<b>College: 11/17/09</b>			Effective Semester:
e.	<input type="checkbox"/> <b>New Course</b>	<b>College:</b>		Effective Semester:	Effective Semester:
f.	<input type="checkbox"/> <b>New Course</b>	<b>College:</b>	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)

### N/A – Existing Course

1. **ORIGINATOR: Cifarelli, Darren L.**

2. **DEPARTMENT: 04**

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:

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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.**

Sioban Dillon for Darren Cifarelli	11/23/2009
Originator	Date
Sioban Dillon	11/23/2009
Department/Cluster Chairperson	Date
Linda Larson-Singer	11/17/2009
Articulation Officer	Date
Ramon Miramontes	11/23/2009
Librarian	Date
Dan Walden	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)

<b>SLO Rubric</b>	<b>SLO Rubric</b>	<b><u>SLO Assessment Rubric--English 127.doc</u></b>
<b>Prerequisite Document</b>	<b>Prerequisite Document</b>	<b><u>Prerequisite Validation English 127.doc</u></b>

**English 127****SLO ASSESSMENT RUBRIC, for SLOs #1 and #2**

<b>SLO</b>	<b>Exemplary (3 points)</b>	<b>Acceptable (2 points)</b>	<b>Unacceptable (1 point)</b>
1. Create a portfolio of original works (of at least 500 words per genre) in each of the genres: poetry, fiction, creative non-fiction, mixed-media, and/or creative non-fiction.	1. Effectively employs elements of genres of creative writing to develop theme(s) and original style. Skillful use of language. All genres included demonstrate mastery in originality, strong voice, and a clear purpose.	1. Occasionally employs some elements of genres of creative writing to develop theme(s) and original style. All genres included demonstrate some effective uses of originality, voice, and purpose. Shows developing skill in use of the language.	1. No evidence of effective use of any of the elements or craft of creative writing. Genres included fail to demonstrate originality, voice, or purpose (or there is not enough work to assess). Demonstrates inability to use language with control.
2. Evaluate creative writing written by self, classmates and published authors.  SLO REVIEW, 10/17/ GY	2. Critiques are comprehensive, detailed, and consistently useful.	2. Critiques are sometimes superficial, less detailed, and occasionally useful.	2. Critiques are superficial, incomplete, and infrequently useful.

**CONTENT REVIEW FOR PREREQUISITE VALIDATION**

**Target Course & Number, Title: ENGLISH 127, Creative Writing**  
(Course to which pre/corequisite/advisory applies)

Check
Applicable
Box

- Prerequisite: **English 28, Intermediate Reading and Composition OR English 31, Composition and Critical Reading**
- Corequisite:
- Advisory:

A. **Target Course Entry Skills: English 127, Creative Writing**

(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. Apply critical reading skills to understanding the works of creative writers.
2. Write essays using standard English.
3. Apply the writing process in various writing contexts.
4. Use experience, observation and point of view to creative writing.

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

**Course & Number, Title: English 28, Intermediate Reading and Composition and English 31,**

(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.)

**EXIT SKILLS PROVIDED BY ENGLISH 28:**

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.

**EXIT SKILLS PROVIDED BY ENGLISH 31:**

1. Employ strategies for extracting meaning from expository writing and fiction.
2. Write essays of 300-500 words in length, demonstrating that they have mastered English fundamentals in their written work.
3. Increase their reading comprehension by doing exercises as homework in class.
4. Expand their writing skills including learning paragraphing, and transitioning to essays from personal experience to writing about ideas.

**CONTENT REVIEW SKILLS MATRIX FOR PREREQUISITE VALIDATION\***

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

**English 127, Creative Writing**

**Entering Skills of Target Course**

**ENGLISH 28**  
Intermediate Reading and  
Composition OR  
**ENGLISH 31**  
Composition and Critical Reading  
Exit Skills of Prerequisite Course

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

X\* = English 28; X# = English 31

Was validation achieved?  YES or  NO

**Comments:**

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

**PARTICIPANTS IN CONTENT REVIEW:**

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

Name: Sioban Dillon Title: Chair, Acting Initial: SD Date: 11/23/2009

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Initial: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Initial: \_\_\_\_\_ Date: \_\_\_\_\_

**CERTIFIED BY:**

Sioban Dillon 11/23/2009

Initiator Date

Sioban Dillon 11/23/2009

Department Chairperson Date

Linda Larson-Singer 11/17/2009

Curriculum Chairperson Date