



COURSE OUTLINE

Outline Status: Outline Update (ECD 9774); 2009-2010

Section I: BASIC COURSE INFORMATION

1. **COLLEGE: L.A. SOUTHWEST COLLEGE**
2. **SUBJECT: JOURNALISM**
3. **COURSE NUMBER: 105**
4. **COURSE TITLE: MASS COMMUNICATIONS**
5. **UNITS: 3**
6. **CATALOG COURSE DESCRIPTION:**

This course surveys America's mass communications systems and how they affect human behavior in relation to social, political and economic institutions. Newspapers, magazines, television, advertising, public relations, radio, internet, and movies and how they affect us as members of society will be studied. The history, sociology, operation, regulation by society, and financing will be included. Students will gain an understanding of the ways media have been and are used to influence, manipulate, and reflect the society and special interest groups within the society and they will become more critical media consumers.

7. CLASS SCHEDULE COURSE DESCRIPTION:

This course surveys America's mass communications systems and how they affect human behavior in relation to social, political and economic institutions. Newspapers, magazines, television, advertising, public relations, radio, internet, and movies and how they affect us as members of society will be studied. The history, sociology, operation, regulation by society, and financing will be included. Students will gain an understanding of the ways media have been and are used to influence, manipulate, and reflect the society and special interest groups within the society and they will become more critical media consumers.

8. **INITIAL COLLEGE APPROVAL DATE: before 1990**
9. **COURSE OUTLINE UPDATE APPROVAL DATE: 11/17/09**

Slight change in course description; no prerequisite

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
OR	English	031	Composition and Critical Reading	5	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. Introduction to Mass Communication focuses on: The history and sociology of America's mass communication systems and their relationship to social, political and economic institutions.	6	1. Discuss how mass communication messages are delivered to large audiences.
2. Collecting the News Explore news gathering for newspapers, television and online news: examine news distribution systems, interview sources, press releases, and social network information distribution.	6	2. Describe the news gathering process of newspapers, online and electronic media; analyze the influence of type of information delivery systems on content, audience, and human behavior.
3. Media Literacy Mass Communication Theories; Critical perspectives; Introductory Semiotics: the relationship of media content to ideology; relationship of media content to institutions and audience; power and influence in media; propaganda and "yellow journalism."	8	3. Review and critique a film or documentary. Use Internet sources to find reliable data on mass communication. Analyze the influence of cinematic ideology on public opinion, human behavior.
4. Music Recording Industry History; Recording Technology; Music Piracy and Copyright; Influence of music on public opinion and popular ideology; semiotic analysis of popular music; relationship of pop music to history, society, politics, and cultural trends.	4	4. Describe the history of the music recording industry, effects of piracy, and emerging technologies in music recording. Analyze the semiotic messages encoded in popular songs or relationship of popular music to current events.
5. Film Hollywood Studio System; Distribution; Influence of film on public opinion and popular ideology; semiotic analysis of film; relationship of film to history, society, politics, and cultural trends.	4	5. Evaluate the profitability and influence of a movie studio that controls production, distribution and exhibition. Analyze films for their relationship to current events.
6. Television Production; Programming; Advertising; Influence of Television on public opinion and popular ideology; semiotic analysis of television; relationship of television to history, society, politics, and cultural trends.	5	6. Propose and pitch three hours of prime-time programming for network television. Analyze three different types of television commercials. Analyze the relationship between advertising content and programming.

7. Radio Advertising; Talk Radio; Formats; influence of radio on public opinion and popular ideology; semiotic analysis of radio; relationship of radio to history, society, politics, and cultural trends.	5	7. Design an advertising campaign. Analyze the impact of talk radio on popular culture in America. Describe two different radio program formats and their influence on popular opinion.
8. Media Ownership Issues News Coverage and Bias; Corporate Ownership and Media; Relationship between ownership and advertising and content of news and media publications and broadcasts	4	8. Explain how owners can influence coverage and tone. Explain how gatekeepers and owners can exhibit bias and how this affects media properties.
9. Internet Media Convergent websites: news and social networking sites that incorporate multimedia sources; influence of the internet on public opinion and popular ideology	6	9. Examine the use of online multimedia to deliver information and its influence on audience and content; analyze a website or online social networking system
10. Influence of Media on human behavior, public opinion, society and special interest groups.	4	
11. 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)
Complete a project that demonstrates a thorough understanding of media programming: content, policies, audience-appropriateness, relevance and timeliness, and gatekeeping and feedback.	Portfolio Assessment: Instructor evaluation of a program plan for two hours of prime-time programming for a television network	<p>Exemplary (3 points): Student articulates excellent plan for complete two-hour program lineup. Proposed content is audience appropriate and policies are designed to guide show content. Excellent content for time slots. Differences between network television and public television content are reflected in show lineups. Mass communication theory is reflected in network plans.</p> <p>Acceptable (2 points): Good plan and content for a two-hour program lineup. Student demonstrates understanding of network programming practices for public television and network television. Proposed show content is adequate for time slots. Theory is implied rather than implicit.</p> <p>Unacceptable (1 point): Program plan is weak and lineup is not completely appropriate for the audience or time slots. There is no policy articulated for guiding show content nor mechanism for gate-keeping or feedback. There is little evidence of mass communication theory utilized in program creation. Plan is poorly articulated and lacks standards and practices policy.</p>	Next time course is taught.	

2. REQUIRED TEXTS:

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

Media and Culture 5th Edition, Richard Campbell, Bettina Fabos, Christopher R. Martin, 2007 Introduction to Media Communication, J. Black, Jennings Bryant, Susan Thompson, 1998

3. READING ASSIGNMENTS:

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

Virgin or Vamp: How the Press Covers Sex Crimes, by Helen Benedict, 1995 Publisher: Oxford University Press, 3rd Edition; Read and critique articles from the Los Angeles Times and New York Times.

4. WRITING ASSIGNMENTS:

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

Students will be evaluated based on the quality of essays they write on how the press performs. Writing assignments in this course may also include essays that demonstrate knowledge of mass communications, theories and systems. Students will write about the manner in which messages are delivered to large audiences of media consumers and the effect on human behavior and on social and political institutions. Students will also write critiques on documentaries and assigned films.

5. REPRESENTATIVE OUTSIDE ASSIGNMENTS (HOMEWORK):

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

Sample assignment: Write an analysis of a popular television show that identifies the genre, audience, embedded semiotic messages, and how the content of the program influences or reflects public opinion, current events, history, society, or politics.

6. REPRESENTATIVE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:

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

Students will apply critical thinking skills by learning, then applying mass communication theories in written assignments. Theories may include but are not limited to the influential-reflective theory and the linear model for mass communication. These theories help students develop a critical perspective in order to review media.

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):

1. Students will be evaluated and graded on research papers, quizzes, and student oral presentations. 2. Students will be graded on class discussions and exercises that explore the role of the media in the history of film, newspapers in America, the origins of television news, and the history of the American press. 3. Students will practice exercises and be evaluated on how well they develop a critical perspective on media. They will also be graded on how well they critique newscasts, films, and other television programming. 4. Students will be graded on how much they improve their writing skills during the semester after they have completed a module of written exercises. 5. Students will be evaluated on the degree to which they are aware of cultural and linguistic differences, by screening and analyzing documentaries, television programming and other media 6. Students will also be assessed in the area of editorial integrity. They must read and critique articles from opinion and editorial sections of newspapers of record like the Los Angeles Times and the New York Times. 7. Final Exam

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.

Computer, DVD player, and TV for screening purposes.

10. COMPUTER COMPETENCY:

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

Computer competency is a major component of this course as students are required to research and document information throughout the semester. This requires the use of computers, as do assigned essays for the class.

11. INFORMATION COMPETENCY:

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

Information competency is an important component of mass communication study where students must be familiar with research methods. Students must be computer literate in order to locate information quickly during class discussions.

12. DIVERSITY:

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

Information competency is an important component of mass communication study where students must be familiar with research methods. Students must be computer literate in order to locate information quickly during class discussions.

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>)

Journalism AA - Program: 060200 State ID: 02865

2. GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE DEGREE STATUS:

a. 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

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:	c. Transferable to the California State University: Yes d. College Approval Date:
------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------

2. GENERAL EDUCATION FOR TRANSFER:

<p><i>IGETC Certification</i></p> <p>a. 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><i>CSU Certification</i></p> <p>a. 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>
<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?:

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:** 548
4. **SUBJECT ABBREVIATION:** JOURNAL
5. **RECOMMENDED MINIMUM QUALIFICATION AREA:**
6. **ABBREVIATION FOR TRANSCRIPTS:** MASS COMMUNICATIONS
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: Occupational

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): **0602.00**

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): **D****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:	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: 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:

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:

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	11/30/2009
Academic Senate President	Date
Mary Callahan	12/08/2009
Vice President, Academic Affairs	Date

Section VIII: ADDENDA

(Uploaded Documents)

CONTENT REVIEW FOR ADVISORY VALIDATION**Target Course & Number, Title: JOURNAL 105, Mass Communications**

(Course to which pre/corequisite/advisory applies)

Check

Applicable

Box

 Prerequisite: Corequisite: Advisory: **Course & Number, Title: ENGLISH 28, Intermediate Reading and Composition OR ENGLISH 31, Composition and Critical Reading**

- A. **Target Course Entry Skills: Course & Number, Title: JOURNAL 101, Collecting and Writing News**
(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. 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.

- 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).

COURSE & NUMBER: JOURNAL 105
Course Title: Mass Communications

Entering Skills of Target Course

COURSE & NUMBER: ENGLISH 28
Course Title: Intermediate Reading and
Composition OR ENGLISH 31,
Composition
and Critical Reading
Exit Skills of Prerequisite Courses

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

English 28 = *; English 31 = #

Was validation achieved? X 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