



COURSE OUTLINE

Outline Status: Outline Update (ECD 10114); 2009-2010

Section I: BASIC COURSE INFORMATION

1. **COLLEGE:** L.A. SOUTHWEST COLLEGE

2. **SUBJECT:** THEATER

3. **COURSE NUMBER:** 130

4. **COURSE TITLE:** PLAYWRITING

5. **UNITS:** 3

6. **CATALOG COURSE DESCRIPTION:**

This course will offer students the opportunity to present play ideas and high concepts through formulating a step outline that will be analyzed and criticized. Through class lectures and discussion of text materials, students will attain a deeper knowledge and understanding of the dramatic construction of a play.

7. **CLASS SCHEDULE COURSE DESCRIPTION:**

This course will offer students the opportunity to present play ideas and high concepts through formulating a step outline that will be analyzed and criticized. Through class lectures and discussion of text materials students will attain a deeper knowledge and understanding of the dramatic construction of a play.

8. **INITIAL COLLEGE APPROVAL DATE:** 1981

9. **COURSE OUTLINE UPDATE APPROVAL DATE:** 11/17/09

Change of course description

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: No 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 Students will be introduced to the process of playwriting.	6.00	1. Describe how, when, and what to write; apply that knowledge to playwriting.
2. Essential stage terminology. a. Genres b. Character development c. Time line d. High concept e. Step outline	3.00	2. Use the proper terminology associated with expressing ideas and developing a story through the playwriting process.
3. Dramatic construction/Format Basics & step outline. a. High Concept (one sentence that describes what the story is about. b. Step Outside is a step by step progression of a story.	9.00	3. Through lecture and review of examples, identify the One Act Story Structure, diagram its ideas and stories.
4. Playwriting Basics a. Conflict b. Goals c. Character development d. Plot development. e. 36 ways to tell a story.	18.0	4. Develop play ideas and high concepts that will lead to formulating a step outline. 5. Through lecture and workshop, develop characters and formulate story ideas, high concepts and play construction.
5. Structure; story types; character; dialogue a. Genres b. Developing unique/unforgettable c. character d. Special dialects.	6.00	6. Create a step outline.
6. Finish Project/ Writing a play a. Criticism b. Analysis c. Story/Plot d. Setting e. Suspension of disbelief	12.0	7. Plan, categorize and structure a story; develop a step outline; develop the story's character. 8. Write a one act play. 9. Criticize through analysis a one act play.
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)
1. Write a one-act play in the proper format. SLO REVIEW, 11/13/09,GY	Students develop the concept and step outline that describes the story. The final project is a one-act play that the instructor evaluates at the end of the semester. Minimal level of competency is 3.5 (average). RUBRIC Criteria: 1) character development EXCELLENT (3 points) -character growth; objectives met GOOD (2 points) -minimal character growth; objectives not clear NEED TO IMPROVE (1 point) -no character growth; objectives not met 2) proper stage terminology EXCELLENT (3 points) -use proper theatre language consistently from beginning to end GOOD (2 points) -inconsistent use of theatre terminology NEED TO IMPROVE (1 point) -improper/minimal theatre language is used 3) setting EXCELLENT (3 points) -workable, realistic set description GOOD (2 points) -vague set description	See Rubric to left.	Fall 2009	

	<p>NEED TO IMPROVE (1 point) -no set description</p> <p>4) plot & story line EXCELLENT (3 points) -believable progression of events GOOD (2 points) -inconsistent progression of events NEED TO IMPROVE (1 point) -unrealistic progression of events</p> <p>5) dialogue EXCELLENT (3 points) -fits the occasion and the character GOOD (2 points) -dialect inconsistent with the character NEED TO IMPROVE (1 point) -doesn't fit the occasion and character</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:

Writing a play, (A&C Black Publishers, 3rd. Edition), Steve Gooch, 2004; Playwrights Teach Playwriting, Joan Herrington & Crystal Brian, 2006; I Ain't Sorry for Nothing I Done: August Wilson's Process of Playwriting, Joan Herrington, 2004

3. READING ASSIGNMENTS:

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

Plays, scripts, and written productions

4. WRITING ASSIGNMENTS:

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

Students are given written assignments which will help them focus on analyzing structure, character and plot development. Each assignment will focus on a specific area of a play and will require a typed written analysis of the work, i.e., plot progress, character development and structural integrity of the subject matter. Written critiques are to be turned in periodically demonstrating knowledge of the work presented by other students in the class. Students will be required to conceive a concept that encompasses the whole of the story. They must produce a time line that details the events through actions, and write a treatment (story idea) that details the story from start to finish. Based on the treatment, the student must be able to communicate the basic direction and intention of the story. After discussion of the treatment, character and plot development, the students must write the first draft of a One-act play. The play must be completed by mid-semester. After instructor and student have collaborated on the story and discussed revisions for the work, the final submission of the work must be presented with revisions at the conclusion of the semester.

5. REPRESENTATIVE OUTSIDE ASSIGNMENTS (HOMEWORK):

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

Viewing of films, plays, and television programming.

6. REPRESENTATIVE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:

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

The work of the student playwright requires that the student demonstrate his/her awareness and understanding of the concepts presented through lectures/demonstration and handout materials. Further demonstration of the student's ability will occur after the student presents, in writing, rebuttals to scenes, articles and plays discussed in class. The ability to work independently at home while investigating ways to improve upon work by implementing various concepts under study will also aid in this development. Original work requires re-writing and ample discussion time. Each student's work will be evaluated by peers and instructor according to standard criteria. The students will be responsible for the comprehension of and the application of writing concepts presented in lecture, demonstrations, handout materials and critiques on work.

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):

Through the use of essays, short answer examinations, faculty demonstrations and presentation of original scenes under laboratory conditions, the student will be expected to use critical thinking skills to describe, evaluate, justify and synthesize the various concepts under observation. Those abilities at being able to think critically will be demonstrated in the traditional academic mode of analysis and evaluation as well as through the presentation of original writing. The oral critiques of those presentations also require a firm understanding of the skills so that the student can better anticipate the obstacles and apply the principles to future work that will require even greater understanding, evaluation and justification. Evaluation will be based on student's ability to demonstrate knowledge associated with knowing the proper terms, the ability to construct a One-act play, and being able to define structure and character. The student's ability will be assessed through quizzes, written assignments, the final presentation of a written work and a written final.

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.

Textbooks, scantrons

10. COMPUTER COMPETENCY:

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

Students will use scriptwriting and word processing software

11. INFORMATION COMPETENCY:

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

Students will use research resources to critically exam performances and scripts.

12. DIVERSITY:

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

Because scripts and performances are delivered to an audience, performances must appeal to a wide variety of audience demographics.

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>)

Theater AA - Program: 100700 State ID: 02875

2. GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE DEGREE STATUS:

a. Area Requested: C. Humanities

Approval Date: 1981

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:

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: before 1990	c. Transferable to the California State University: Yes d. College Approval Date: 1981
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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: N/A

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

List college/university and the majors:

CAN NUMBER: **CAN SEQUENCE #: N/A**

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:** 935
4. **SUBJECT ABBREVIATION:** THEATER
5. **RECOMMENDED MINIMUM QUALIFICATION AREA:**
6. **ABBREVIATION FOR TRANSCRIPTS:** PLAYWRITING
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: 1

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): **1007.00**

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:	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)

N/A – Existing Course

1. **ORIGINATOR:** Cowart, Albert

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:

Existing Staff

Classroom -- List classroom type needed:

Theater

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

Existing 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.

AI Cowart by Patricia Ann 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	11/30/2009
Academic Senate President	Date
Mary Callahan	12/08/2009
Vice President, Academic Affairs	Date

Section VIII: ADDENDA

(Uploaded Documents)

Prerequisite Document	Prereq for Theater 130	<u>Theater130.ECD.Prereq.1109.doc</u>
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CONTENT REVIEW FOR PREREQUISITE VALIDATION

Target Course & Number, Title: THEATER 130
(Course to which pre/corequisite/advisory applies)

Check	<input type="checkbox"/>	Prerequisite:
Applicable	<input type="checkbox"/>	Corequisite:
Box	<input checked="" type="checkbox"/>	Advisory:

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. Understand written fiction and non-fiction.
2. Write stories (multi-paragraphs) demonstrating mastery of English fundamentals.
3. Write about ideas and personal experiences.

- B. **Exit Skills Provided By Prerequisite/Corequisite/Advisory Course or Assessment:**
Course & Number, Title: English 28, Intermediate Reading and Composition
(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 101
Course Title: Collecting and Writing News

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									
4			X* X#						
5									
6									
7									
8									
9									

English 28 = X*; English 31 = X#

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: Al Cowart by Patricia Ann Lewis Title: Theater Director Initial: AC by PL Date: 11/17/2009

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

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

CERTIFIED BY:

Patricia Ann Lewis 1/17/2009
 Initiator Date

Patricia Ann Lewis 1/17/2009
 Department Chairperson Date

 Curriculum Chairperson Date