



## COURSE OUTLINE

Outline Status: Outline Update (ECD 9757); 2009-2010

### Section I: BASIC COURSE INFORMATION

1. **COLLEGE:** L.A. SOUTHWEST COLLEGE
2. **SUBJECT:** ENGLISH
3. **COURSE NUMBER:** 213
4. **COURSE TITLE:** DRAMATIC LITERATURE
5. **UNITS:** 3
6. **CATALOG COURSE DESCRIPTION:**

Reading, discussion, and analysis of selected dramatic works will acquaint the student with this genre.

7. **CLASS SCHEDULE COURSE DESCRIPTION:**

Literature acquaints students with the genre through selected works. Students of dramatic literature will read, discuss, and analyze plays from across time periods and cultural perspectives.

8. **INITIAL COLLEGE APPROVAL DATE:** before 2000

9. **LAST UPDATE DATE:** 12/15/09

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
Totals In Protocol:	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	101	COLLEGE READING AND COMPOSITION I	3	12/15/09

**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..(Use action verbs - see <u>Bloom's Taxonomy</u> for 'action verbs requiring cognitive outcomes.')
<p>This is a sample course outline. Different faculty will choose different plays or playwrights.</p> <p>I. Classical Theater (Sophocles, 'Oedipus Rex') A. Writing arguments about literature B. Writing process C. Basic literary elements 1.plot 2. character 3. theme 4. symbol 5. irony 6. genre 7. stagecraft</p>	9	<p>1. Explain the interaction of plot, character, theme, symbol, irony, genre, and stagecraft in creating the meanings of a play.</p>
<p>II. Medieval Theater (The Wakefiel Master, 'The Second Shepherd's Play')</p> <p>A. Characteristics of tragedy B. Conducting a literary analysis C. Critical approach D. Basic literary elements cont. 1.plot 2. character 3. theme 4. symbol 5. irony 6. genre 7. stagecraft</p>	7	<p>2. Analyze plays of various periods -- identify similarities and differences between Sophocles' and Shakespeare's ideas of tragedy.</p>
<p>III. Renaissance English Theater (Shakespeare 'Othello')</p> <p>A. Characteristics of tragedy B. Research C. Elements of drama 1. form 2. scenic contrast 3. myth 4. music/dance 5. theme &amp; message 6. language and dialogue 7. character &amp; conflict</p>	9	<p>3. Identify and explain critical elements of drama, such as form and scenic contrast, symbol and myth, music/dance, theme and message, language and dialogue, staging and performance, character and conflict.</p>
<p>IV. Neoclassical Theater (Sheriden 'The School for Scandal')</p> <p>A. Research B. Make connections 1. through semiotic analysis and popular culture 2. personal interpretations and relationships to subject matter 3. the influence of society on drama and drama on the conscience/outlook of society C. Elements of drama 1. form 2. scenic contrast 3. myth 4. music/dance</p>	9	<p>4. Explore the connections between drama and real life.</p>

5. theme & message 6. language and dialogue 7. character & conflict D. Analytical Perspectives 1. social/political 2. psychological 3. historical 4. class/gender		
V. Modern Theater (Miller 'Death of a Salesman') A. Analytical Perspectives 1. social/political 2. psychological 3. historical 4. class/gender	7	5. Write critically about and discuss the literary/cultural aspects of drama.
VI. Contemporary Theater (Baraka 'Dutchman' and Reza 'Art') A. Analytical Perspectives cont. 1. social/political 2. psychological 3. historical 4. class/gender B. Make connections 1. through semiotic analysis and popular culture 2. personal interpretations and relationships to subject matter 3. the influence of society on drama and drama on the conscience/outlook of society	7	6. Contrast the thematic and stylistic variations among playwrights and the cultural basis for a playwright's vision.
VII. Assessment & Evaluation A. Research Paper B. Presentation/Project	6	7. Create a short scene for greater appreciation of the creative/writing process.
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>
As a result of the learning experience, students can both orally and in writing:  1. Define and analyze elements of drama to arrive at a holistic statement of the play's form and meaning. This will result in the composition of a research paper of at least 10,000 words.  SLO REVIEW, 10/17/09	Students will be assessed by means of composition and presentations.	N/A	Spring 2010 or next semester course is taught	

**2. REQUIRED TEXTS:**

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

Plays for the Theatre: A Drama Anthology., Brockett, Oscar G., 2003;  
The Bedford Introduction to Drama., Jacobus, Lee, 2004;  
Stages of Drama: Classical to Contemporary Theater, Klaus, Carl H. , 2003

**3. READING ASSIGNMENTS:**

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

Students will be responsible for researching individual authors and time periods covered in the course, and they will give presentations of the results of their research to the class. In the final project and research paper, each student will 'specialize' in a playwright or theatrical period: Sophocles The Wakefield Master Shakespeare Sheriden Miller Baraka Reza Classical Theater Medieval Theater Renaissance Theater Neoclassical Theater Modern Theater Contemporary Theater

**4. WRITING ASSIGNMENTS:**

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

Analyze the theme of blindness in 'Oedipus Rex.' Describe the use of intellectual, physical, and metaphoric blindness throughout the play. Examine the theme of friendship in 'Othello.' Discuss several scenes in which Iago manipulates and betrays Othello, Roderigo, Cassio, Emilia and others in the play. Discuss the themes of illusion and delusion in 'Death of A Salesman.' Research reviews of the original production of 'Dutchman.' How was the play received by critics and by audiences? How do you think the play would be received now?

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

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

Library and internet research resulting in oral and written classroom reports on playwrights discussed in class.  
Historical research resulting in oral and written classroom reports on the political, social, economic backgrounds of specific authors.

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

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

Please see 'Writing Assignments' above.

**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):

Students will be expected to engage in active and courteous classroom discussion, as well as compose several short written reports, at least three longer formal analytical papers, and a research paper exhibiting the ability to analyze various plays in detail.

**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.

access to computers--via library, BTS lab, Business lab USB portable storage--to save papers

**10. COMPUTER COMPETENCY:**

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

Students will be expected to draft portions of their required papers in the computer lab.

#### 11. INFORMATION COMPETENCY:

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

Students will be expected to do internet searches on academic databases and compile 'Works Cited' for their research papers.

#### 12. DIVERSITY:

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

Stories from a variety of ethnicities and genders will be studied.

#### 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>)

English AA - Program: 150100 State 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:</b>	c. <b>Transferable to the California State University: Yes</b>  d. <b>College Approval Date:</b>
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**2. GENERAL EDUCATION FOR TRANSFER:**

<p><b><i>IGETC Certification</i></b></p> <p>a. <b>Area Requested: 3B : Humanities</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: C2 : Humanities</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: C2: Humanities</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?:**

**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:** DRAMATIC LITERATURE
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?: **Yes**

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

THEATER 125 - DRAMATIC LITERATURE - To be deleted

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:	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: 12/15/09</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)

1. **ORIGINATOR: Dillon, Sioban V.**

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:**

A. Additional staff -- List additional staff needed:

B. Classroom -- List classroom type needed:

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

D. Supplies- List supplies and indicate dollar value:

E. 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.**

Originator	Date
Department/Cluster Chairperson	Date
Articulation Officer	Date
Librarian	Date
Dean (if applicable)	Date
Curriculum Committee Chairperson	Date
Academic Senate President	Date
Vice President, Academic Affairs	Date

## Section VIII: ADDENDA

(Uploaded Documents)

<b>SLO Rubric</b>	<b>SLO Rubric</b>	<u><a href="#">English213,ECD,rubric.doc</a></u>
<b>Prerequisite Document</b>	<b>Prerequisite Document</b>	<u><a href="#">English213,ECD,Prerequisite.doc</a></u>

### SLO RUBRIC

Enter rubric description

	1720139	Excellent	5		1720140	Good Job
	<b>Excellent</b>			Ex		<b>Good Job</b>

**Format**

Outline, Intro, Body, Conclusion, Works Cited

1720144  
This paper contain

**Excellent**

This paper contains all of the following, in the correct order and in the correct format:

Outline, Introduction, Body, Conclusion, Works Cited  
At least 10,000 words

1720145      This paper contain

**Go**

This paper contains all of the following, in the correct order and in the correct format: maybe one or two are not in the correct order.

Introduction, Body, Conclusion, Works Cited  
At least 10,000 words

1720140

**Citations**

Correct uses of in-text and works cited page

1720149  
This paper contain

**Excellent**

This paper contains the minimum five in-text citations with the correct format. Only sources from school database or library are used--no Wikipedia sources. The works cited page is also included in the correct

MLA format.

1720150      This paper contain

**Go**

This paper contains the minimum five in-text citations with the correct format more times than the minimum. Only sources from school database or library are used--no Wikipedia sources. The works cited page is also included in the correct

MLA format.

1720151      This paper contain

**Grammar/Mechanics**

Correct use of grammar, sentence structure, punctuation, etc.

1720154  
This paper demonstrate

**Excellent**

This paper demonstrates a proficiency in basic English skills and time taken out to proofread carefully before submission. There should be no more than 6 grammar/mechanical errors

1720155      This paper demonstrate

**Go**

This paper demonstrates a proficiency in basic English skills and time taken out to proofread carefully before submission. There should be no more than 8 grammar/mechanical errors

1720156      This paper demonstrate

**Development**

Clearly stated thesis. Addresses chosen topic

1720159  
This paper has a

**Excellent**

This paper has a clearly stated thesis in the introductory paragraph and body paragraphs which illustrate the supporting ideas of the chosen topic. There is also a demonstration of the ability to integrate quotes and other borrowed material, showing the connection between the ideas

of the student and expert source.

1720160      This paper has a

**Go**

This paper has an adequate thesis statement and body paragraphs which do a fairly good job of illustrating the supporting ideas of the chosen topic. There is also a demonstration of the ability to integrate quotes and other borrowed material, showing the connection between the ideas

of the student and expert source.

1720161      This paper demonstrate

## CONTENT REVIEW FOR PREREQUISITE VALIDATION

**Target Course & Number, Title:** ENG 213

(Course to which pre/corequisite/advisory applies)

Check
Applicable
Box

- Prerequisite: **English 101: College Reading & Composition I**
- Corequisite:
- Advisory:

**A. Target Course Entry Skills: English 213: Dramatic Literature**

(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 the ability to read and comprehend major ideas in nonfiction and fiction.
2. Compose compositions of 500-1000 words exhibiting a thorough knowledge of English grammar, punctuation, and essay structure.
3. Conduct research using academically sound sources.
4. Create a presentation incorporating research and interpretation of authors and their works.

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

**English 101: College Reading and Composition I**

(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.)

**A. In writing,**

1. Produce effective prose in at least two essays of 350 words (in class) and 500-1000 words (out of class), 6-12 essays.
2. Compose strong sentences free from major errors in grammar, mechanics, and word usage.
3. Sustain unified and coherent argument throughout essays through clear main point and sub-topics, effective transitions, and use of key words and synonyms.
4. Demonstrate substantial thought appropriate to the topic of each essay by use of representative and numerous examples, references to authority, and strong logic and exact word choice.
5. Find, evaluate and integrate secondary sources to support their original thesis in the multi-source paper.
6. Document sources correctly to avoid plagiarism, using MLA style sheet.

**B. In reading,**

7. Identify thesis and key supporting points (either stated or implied) in texts.
8. Recognize and describe elements of sound reasoning, including strength/weakness of underlying assumptions.
9. Recognize fallacies and other textual deficiencies, such as inadequate support or unverified facts.
10. Describe author's subject, tone, purpose, and audience.

**CONTENT REVIEW SKILLS MATRIX FOR PREREQUISITE VALIDATION**

**English 213: Dramatic Literature**  
**Entering Skills of Target Course**

**COURSE & NUMBER: English 101**  
**Course Title: College Reading and Composition I**  
**Exit Skills of Prerequisite Course**

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

**Comments:**

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

Validation requires at least one match of each exit skill with each entry skill.

**Was validation achieved?  X  Yes.   No.**

**PARTICIPANTS IN CONTENT REVIEW:**

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

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

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

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

**CERTIFIED BY:**

\_\_\_\_\_  
 Initiator Date

\_\_\_\_\_  
 Department Chairperson Date

\_\_\_\_\_  
 Curriculum Chairperson Date