



CREDIT COURSE OUTLINE

I. COVER PAGE

(1) JOURN 7

(2) WRITING BY DESIGN: PUBLICATION AND PRODUCTION

(3) 3

Number _____ Title _____ Units _____

(4) Lecture / Lab Hours:			(8) Classification:		
Total Course Hours					
Total Lec hours:		54.00	Degree applicable:		X
Total Lab hours:		0	Non-degree applicable:		
Total Contact hours:		54.00	Basic skills:		
Lec will generate <u>0</u> hour(s) outside work.			(9) RC Fulfills AS/AA degree requirement: (area)		
Lab will generate <u>0</u> hour(s) outside work.			General education category:		
			Major:		
(5) Grading Basis: Grading Scale Only X			(10) CSU Baccalaureate: X		
Pass/No Pass option					
Pass/No Pass only					
(6) Advisories:			(11) Repeatable: (A course may be repeated three times) 0		
Eligibility for Math 101					
Eligibility for English 125					
(7) Pre-requisites (requires C grade or better):					
Corequisites:					
ENGL 125					
MATH 101					

(12) Catalog Description:
 Development of camera-ready, publishable-quality projects through three stages of production: creation of text, design, and layout, using those word processing and desktop publishing programs currently available for the microcomputer market. Familiarity with a word processing program is recommended, but not required.

II. COURSE OUTCOMES:

(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)

Upon completion of this course, students will be able to:

- I. Evaluate design concepts as applied to print media
- II. Perform basic computer operations involving word processing and desktop publishing programs
- III. Develop an appealing print product through blending of text, graphics, and design.

III. COURSE OBJECTIVES:

(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)

In the process of completing this course, students will:

- I. Layout copy and images to effectively convey the focus of a news story.
- II. Design layout for various media, including newspaper, tabloids, and flyers.

IV. COURSE OUTLINE:

Lecture Content:

- A. History of newspaper layout and design
- B. Introduction to word processing and desktop publishing software packages
- C. Instruction in the basic elements of design and layout
- D. Elements of a newspaper.
- E. Fonts and appropriate uses

- F. Use of Photos:
 - 1. Content
 - 2. Position
 - 3. Sizing
- G. Development of individual student projects
- H. Review of professional prose standards for grammar and mechanics
- I. Viability of print media—analysis of the competition

V. APPROPRIATE READINGS

Reading assignments may include but are not limited to the following:

- I. Sample Text Title:
 - 1. Recommended - Tim Harrower *The Newspaper Designer's Handbook*, ed. 6th edition McGraw-Hill, 2008,
- II. Other Readings
 - 1. Recommended - *Representative Newspapers, Magazines, Newsletters etc*

- Global or international materials or concepts are appropriately included in this course
- Multicultural materials and concepts are appropriately included in this course

If either line is checked, write a paragraph indicating specifically how global/international and/or multicultural materials and concepts relate to content outline and/or readings.

VI. METHODS TO MEASURE STUDENT ACHIEVEMENT AND DETERMINE GRADES:

Students in this course will be graded in at least one of the following four categories. Please check those appropriate. A degree applicable course must have a minimum of one response in category A, B, or C.

A. Writing	
Check either 1 or 2 below	
X	1. Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.
	2. Substantial writing assignments are NOT required. If this box is checked leave this section blank. For degree applicable courses you must complete category B and/or C.
	a) essay exam(s)
	b) term or other paper(s)
	c) laboratory report(s)
	d) written homework
	e) reading reports
	f) other (specify)

Required assignments may include but are not limited to the following:

B. Problem Solving	
Computational or non-computational problem-solving demonstrations, including:	
	a) exam(s)
X	b) quizzes
	c) homework problems
	d) laboratory reports
	e) field work
	f) other (specify):

Required assignments may include but are not limited to the following:

Name three elements of a newspaper.
 What is the minimum appropriate size of the face of an important person in a newspaper photo?

C. Skill demonstrations, including:	
	a) class performance(s)
	b) field work
	c) performance exams(s)
X	d) other (specify)

Required assignments may include but are not limited to the following:

Student will design the front page of a newspaper edition, using text, photos, graphics and headlines.
 Student will write and design one flyer announcing significant local event

D. Objective examinations including:			
X	a) multiple choice		d) completion
X	b) true/false		e) other (specify):
X	c) matching items		

COURSE GRADE DETERMINATION:

Description/Explanation: Based on the categories checked in A-D, it is the recommendation of the department that the instructor's grading methods fall within the following departmental guidelines; however, the final method of grading is still at the discretion of the individual instructor. The instructor's syllabus must reflect the criteria by which the student's grade has been determined. (A minimum of five (5) grades must be recorded on the final roster.)

If several methods to measure student achievement are used, indicate here the approximate weight or percentage each has in determining student final grades.

VII. EDUCATIONAL MATERIALS

For degree applicable courses, the adopted texts, as listed in the college bookstore, or instructor-prepared materials have been certified to contain college-level materials.

Validation Language Level (check where applicable):	College-Level Criteria Met	
	YES	NO
Textbook	<u> X </u>	<u> </u>
Reference materials	<u> </u>	<u> X </u>
Instructor-prepared materials	<u> </u>	<u> X </u>
Audio-visual materials	<u> </u>	<u> X </u>

Indicate Method of evaluation:

- Used readability formulae (grade level 10 or higher)
- Text is used in a college-level course X
- Used grading provided by publisher
- Other: (please explain; relate to Skills Levels)

<i>Computation Level</i> (Eligible for MATH 101 level or higher where applicable)	<u> </u>	<u> X </u>
Content		
Breadth of ideas covered clearly meets college-level learning objectives of this course	<u> X </u>	<u> </u>
Presentation of content and/or exercises/projects:		
Requires a variety of problem-solving strategies including inductive and deductive reasoning.	<u> X </u>	<u> </u>
Requires independent thought and study	<u> </u>	<u> X </u>
Applies transferring knowledge and skills appropriately and efficiently to new situations or problems.	<u> X </u>	<u> </u>

List of Reading/Educational Materials

Recommended - Tim Harrower *The Newspaper Designer's Handbook*, ed. 6th edition McGraw-Hill, 2008,

Comments:

- This course requires special or additional library materials (list attached).
- X This course requires special facilities:
Computer Lab

Attached Files:

BASIC SKILLS ADVISORIES PAGE The skills listed are those needed for eligibility for English 125, 126, and Math 101. These skills are listed as the outcomes from English 252, 262, and Math 250. In the right hand column, list at least <u>three</u> major basic skills needed at the beginning of the target course and check off the corresponding basic skills listed at the left.	
(eligibility for Math 101) (as outcomes for Math 250) <input type="checkbox"/> Performing the four arithmetic operations on whole numbers, arithmetic fractions, and decimal fractions. <input type="checkbox"/> Making the conversions from arithmetic fractions to decimal fractions, from decimal fractions to percents, and then reversing the process. <input type="checkbox"/> Applying the concepts listed above to proportions, percents, simple interest, markup and discount.	1. Students will be required to size text to proper proportion. 2. Students will choose headlines using proportions to determine importance. 3. Students will figure proportion of white space on flyers and other print media pages.

<p>_____ Applying the operations of integers in solving simple equations.</p> <p>_____ Converting between the metric and English measurement systems</p>	
<p>(eligibility for English 125) (as outcomes for English 252)</p> <p>_____ Writing complete English sentences and avoiding errors most of the time.</p> <p>_____ Using the conventions of English writing: capitalization, punctuation, spelling, etc.</p> <p>_____ Using verbs correctly in present, past, future, and present perfect tenses, and using the correct forms of common irregular verbs.</p> <p>_____ Expanding and developing basic sentence structure with appropriate modification.</p> <p>_____ Combining sentences using coordination, subordination, and phrases.</p> <p>_____ Expressing the writer's ideas in short personal papers utilizing the writing process in their development.</p>	<ol style="list-style-type: none"> 1. Students will write articles for publication. 2. Students will proof writing for publication. 3. Students will write and design informational pamphlets and flyers.
<p><u>Check the appropriate spaces.</u></p> <p><input checked="" type="checkbox"/> Eligibility for Math 101 is advisory for the target course.</p> <p>_____ Eligibility for English 126 is advisory for the target course.</p> <p><input checked="" type="checkbox"/> Eligibility for English 125 is advisory for the target course.</p> <p><u><i>If the reviewers determine that an advisory or advisories in Basic Skills are all that are necessary for success in the target course, stop here, provide the required signatures, and forward this form to the department chair, the appropriate associate dean, and the curriculum committee.</i></u></p>	

<p>ENGL 125 WRITING SKILLS FOR COLLEGE</p>
<p>MATH 101 ELEMENTARY ALGEBRA</p>

ESTABLISHING PREREQUISITES OR COREQUISITES

Every prerequisite or corequisite requires content review plus justification of at least one of the seven kinds below. Prerequisite courses in communication and math outside of their disciplines require justification through statistical evidence. Kinds of justification that may establish a prerequisite are listed below.

Check one of the following that apply. Documentation may be attached.

1. _____ The prerequisite/corequisite is required by law or government regulations.
Explain or cite regulation numbers:
2. _____ The health or safety of the students in this course requires the prerequisite.
Justification: Indicate how this is so.
3. _____ The safety or equipment operation skills learned in the prerequisite course are required for the successful or safe completion of this course.
Justification: Indicate how this is so.
4. _____ The prerequisite is required in order for the course to be accepted for transfer to the UC or CSU systems.
Justification: Indicate how this is so.
5. _____ Significant statistical evidence indicates that the absence of the prerequisite course is related to unsatisfactory performance in the target course.
Justification: Cite the statistical evidence from the research.
6. The prerequisite course is part of a sequence of courses within or across a discipline.
7. _____ Three CSU/UC campuses require an equivalent prerequisite or corequisite for a course equivalent to the target course: