Art 1 (Art in Modern Life)
- The assignment is to write an analytical paper in response to an artwork viewed at a local art gallery or museum.
- The 3-5 page essay, written outside of class, should demonstrate competent use of terminology, concepts, and methods of analysis and interpretation germane to art History.
- (objective) the essay should contain a description of the artwork, including the appearance of the art, its subject matter and any iconography;
- an analysis of how the form shapes the content or meaning of the subject;
- And, consequently provide a comprehensive interpretation of the overall meaning of the artwork. (traits)

Art 1 (Putting Theory into Practice: An Analysis of Visual Culture)
- After completing the assigned readings for the course and listening to class lectures, students will apply their knowledge of art terminology and methodology by analyzing an appropriate example from visual culture;
- The analysis can be in written or oral form and must include a thorough description of the subject matter and iconography, an analysis of form and style, and a comprehensive interpretation of its overall meaning(s) in relation to context.

Art 2 (Putting Theory into Practice: An Analysis of Visual Culture)
- After completing the assigned readings for the course and listening to class lectures, students will apply their knowledge of art terminology and methodology by analyzing an appropriate example from visual culture;
- The analysis can be in written or oral form and must include a thorough description of the subject matter and iconography, an analysis of form and style, and a comprehensive interpretation of its overall meaning(s) in relation to context.

Art 3 (Putting Theory into Practice: An Analysis of Visual Culture)
- After completing the assigned readings for the course and listening to class lectures, students will apply their knowledge of art terminology and methodology by analyzing an appropriate example from visual culture;
- The analysis can be in written or oral form and must include a thorough description of the subject matter and iconography, an analysis of form and style, and a comprehensive interpretation of its overall meaning(s) in relation to context.

Art 4 (Putting Theory into Practice: An Analysis of Visual Culture)
- After completing the assigned readings for the course and listening to class lectures, students will apply their knowledge of art terminology and methodology by analyzing an appropriate example from visual culture;
• The analysis can be in written or oral form and must include a thorough description of the subject matter and iconography, an analysis of form and style, and a comprehensive interpretation of its overall meaning(s) in relation to context.

Art 5A (Putting Theory into Practice: An Analysis of Visual Culture)
• After completing the assigned readings for the course and listening to class lectures, students will apply their knowledge of art terminology and methodology by analyzing an appropriate example from visual culture;
• The analysis can be in written or oral form and must include a thorough description of the subject matter and iconography, an analysis of form and style, and a comprehensive interpretation of its overall meaning(s) in relation to context.

Art 5B (Putting Theory into Practice: An Analysis of Visual Culture)
• After completing the assigned readings for the course and listening to class lectures, students will apply their knowledge of art terminology and methodology by analyzing an appropriate example from visual culture;
• The analysis can be in written or oral form and must include a thorough description of the subject matter and iconography, an analysis of form and style, and a comprehensive interpretation of its overall meaning(s) in relation to context.

Art 6 (Putting Theory into Practice: An Analysis of Visual Culture)
• After completing the assigned readings for the course and listening to class lectures, students will apply their knowledge of art terminology and methodology by analyzing an appropriate example from visual culture;
• The analysis can be in written or oral form and must include a thorough description of the subject matter and iconography, an analysis of form and style, and a comprehensive interpretation of its overall meaning(s) in relation to context.

Art 7 (Putting Theory into Practice: An Analysis of Visual Culture)
• After completing the assigned readings for the course and listening to class lectures, students will apply their knowledge of art terminology and methodology by analyzing an appropriate example from visual culture;
• The analysis can be in written or oral form and must include a thorough description of the subject matter and iconography, an analysis of form and style, and a comprehensive interpretation of its overall meaning(s) in relation to context.

Art 9 (Putting Theory into Practice: An Analysis of Visual Culture)
• After completing the assigned readings for the course and listening to class lectures, students will apply their knowledge of art terminology and methodology by analyzing an appropriate example from visual culture;
• The analysis can be in written or oral form and must include a thorough description of the subject matter and iconography, an analysis of form and style, and a comprehensive interpretation of its overall meaning(s) in relation to context.

Art 10ab (Still-Life Drawing)
The assignment is to execute in class the primary elements of a still-life drawing (object);
The still life will have 4 objects;
Each object will reference one of the four basic forms (cube, sphere, cone, and cylinder);
These forms and the methods used to measure their proportions would have been the subject of many lectures and demonstrations (context);
The primary traits of the drawing are its overall proportion of the composition and its successful inclusion of the 4 primary objects;
The task is to choose the 'master object' and to designate it (color pencil contour);
Then to use it within the drawing as the foundation for a grid system that will facilitate the placement and scale of the additional objects of the drawing;
Additional traits are the accuracy of the drawing of the objects and proportional relationships of the objects within themselves and to each other and the negative spaces that surround them;
The drawing should include some demonstration of light and dark line variation and contour this will yield a sensation of atmospheric perspective (traits).

**Art 11abcd (Drawing Fundamentals II)**

- Select, crop, layout, and compose geometric and organic forms utilizing accurate proportion, placement, and value to create the illusion of volume.
- Create compositions based on improvisation and image manipulation techniques necessary to deconstruct, reformulate, and translate single and groups of objects into effective compositions employing asymmetry, scale variation, rhythm, repetition, abstract patterning, line types, fusion, negative/positive shapes, overlapping and transparency, and invented textures, tones, and patterns.

**Art 12ab**

Students completing a course of study at El Camino College will achieve the following core competencies:

- **Content Knowledge:** Students possess and use the knowledge, skills and abilities specific to a chosen discipline, vocation or career.
- **Critical, Creative and Analytical Thinking:** Students solve problems, make judgments and reach decisions using critical, creative and analytical skills.
- **Communication and Comprehension:** Students effectively communicate in written, verbal and artistic forms to diverse audiences. Students comprehend and respectfully respond to the ideas of others.
- **Professional and Personal Growth:** Students exhibit self-esteem, responsible behavior and personal integrity. Students are reflective and intellectually curious; they continue to improve themselves throughout life.
- **Community and Collaboration:** Students appreciate local and global diversity and are respectful and empathetic during personal interactions and competitions. Students effectively collaborate and resolve conflicts. They are responsible, engaged members of society, who are willing and able to assume leadership roles.
Art 17ab (Life Drawing)
- The assignment is to execute in class a drawing of a standing figure from a model;
- The drawing should contain the elements based on the class lectures and demonstrations (context);
- The drawing should demonstrate competent drawing skills and the elements that are germane to life drawing (objective);
- Drawing skills include the use of the media and composition;
- The primary elements are the gesture, the relationship among the body shapes to the weight baring leg;
- Proportion, the unity among and within the body shapes, and the transition of the skeletal shapes into 3 dimensional masses;
- The location of skeletal landmarks and the overlay of muscles and the application of tone complete the task (traits).

Art 18abcd (Life Drawing)
- The assignment is to execute in class a drawing of a standing figure from a model;
- The drawing should contain the elements based on the class lectures and demonstrations (context);
- The drawing should demonstrate competent drawing skills and the elements that are germane to life drawing (objective);
- Drawing skills include the use of the media and composition;
- The primary elements are the gesture, the relationship among the body shapes to the weight baring leg;
- Proportion, the unity among and within the body shapes, and the transition of the skeletal shapes into 3 dimensional masses.
- The location of skeletal landmarks and the overlay of muscles and the application of tone complete the task (traits).

Art 19ab (Watercolor Painting I)
- Compose and paint natural and man-made forms using sighting techniques, linear perspective, and value to determine correct proportions, spatial relationships, volume, and atmospheric effects while demonstrating the appropriate use of flat and graded washes, wet into wet, lifting-out, and detailing techniques.
- Compose and paint natural and man-made forms using basic color principles such as hue, value, temperature, intensity, complementary, analogous, and split-complementary while applying flat and graded washes, wet into wet, lifting-out, and detailing techniques.

Art 20abcd (Watercolor Painting II)
- Working from the general to the specific, create paintings based on assigned themes that describe and interpret geometric and organic forms within a representational and improvisational context while emphasizing a limited palette of colors, value contrasts, cool/warm colors, atmospheric effects, and creative invention.
Art 22ab (Fundamentals of Painting I)
• Layout, compose, and paint natural and man-made forms by correctly applying color principles, paint manipulation techniques, value, volume, spatial relationships, composition, and chiaroscuro.

Art 23abcd (Fundamentals of Painting II)
• Given an assigned theme, create paintings that demonstrate appropriate visual exploration and invention strategies, the ability to invent contextual and environmental elements consistent with selected themes, adapt existing color harmonies, and incorporate hue, value, intensity, mood, light, and space.

Art 24ab
• Given a live-model pose and related props, create paintings that demonstrate correct anatomical proportion, the use of value to emphasize mass and volume, the application of color principles to create the illusion of light, space, and form, figure/ground relationships, and the synthesis of model, props, and environment.

Art 25abcd
• Given a live-model pose and related props, interpret, improvise, and synthesize the live-model pose in combination with related environmental elements, costumes, and props through the creation of quick and sustained paintings.

Art 29ab
• Analyzing a selected masterwork from a list of established historical artists, evaluate the color composition and its practical and emotional effect on the viewer and give an analysis of the overall color harmony (objective). Using knowledge garnered per class lectures, demonstrations and in-class assignments, the student must answer a series of questions regarding the following: Value structure, Color harmony, Temperature ratio, and Intensity (traits/criteria). Finished analysis should evidence an understanding of color strategy and terminology.

Art 31abcd (No Tools Left Behind)
• Within the studio context, students will demonstrate competency with basic hand tools through a safety test to include terms and procedures;
• Students will demonstrate appropriate use of tools in a hands on demonstration.

Art 34ab
• Given a specific time period, curate, plan, and present a group art exhibition at a community venue and include the selection of a title or theme and the design and creation of announcements or press packets. Demonstrate effective design and layout principles, space manipulation, lighting, and color relationships related to the installation.
Art 37ab (Not an Assignment)
- In the classroom, the students will create a composition based on class lectures and demonstrations and present/critique their composition to the class;
- Demonstrate the play and placement of light and dark utilizing the elements and principles of design.

Art 38abcd (Not an Assignment)
- In the classroom, the students will create a composition based on class lectures and demonstrations and present/critique their composition to the class;
- Demonstrate the play and placement of light and dark utilizing the elements and principles of design.

Art 39ab (Advertising Design 1)
Students will be able to:
- Work professionally within a design team.
- Demonstrate proficiency in the use of diverse materials and practices in the creation of art.
- Develop a design portfolio that displays knowledge and competency in visual literacy.
- Evaluate designs (your work and others’) for audience, meaning, and effectiveness.
- Acquire knowledge and experience in analyzing, interpreting and critiquing their own and others artwork.

Art 40abcd (Ad Design 2)
- Students will work professionally within a design team.
- Students will demonstrate proficiency in the use of diverse materials and practices in the creation of art.
- Students will develop a design portfolio that displays knowledge and competency in visual literacy.
- Students will evaluate designs (your work and others’) for audience, meaning, and effectiveness.
- Students will acquire knowledge and experience in analyzing, interpreting and critiquing their own and others artwork.

Art 41ab (Lettering and Typography-1)
- Student will understand and development of basic typographical and layout concepts.
  Student will analyze problems and possible solutions using typography and designing with type.
- Student will acquire knowledge and experience in analyzing, interpreting and critiquing their own and others artwork.
**Art 42abcd (Lettering and Typography-2)**

- Student will understand and development of basic typographical and layout concepts.
- Student will analyze problems and possible solutions using typography and designing with type.
- Student will acquire knowledge and experience in analyzing, interpreting and critiquing their own and others artwork.

**Art 43abcd (Graphic Design)**

- Students will acquire an understanding of basic camera-ready layout.
- Students will acquire an understanding of basic principles of design and perception, and their use in graphic design.
- Students will acquire basic understanding of common graphic design software and its usage, and digital hardware as it relates to graphic design.
- Students will acquire knowledge and experience in analyzing, interpreting and critiquing their own and others artwork.

**Art 52ab**

- By analyzing and evaluating several orthographic parameters of an unknown complex object handed out at the start of class, (context), the student should deduce and composite the form of the object and render a viable and correct representation of the form as defined by the orthographies. (objective) Using strategies and processes explored in class lectures, demonstrations, and in-class assignments the student will correctly define the form of this object in 3-point perspective, and shade it using a consistent light source, including highlights, half tones, core shadows and reflected light (traits/criteria).

**Art 53ab**

- Using a new or existing composition based on an assigned theme (context), alter the illustration using value relationships to not only articulate form but to reinforce the original narrative intent of the composition, effectively enhancing its original storytelling goal (objective). Through the application of narrative values, as per class lectures and demonstrations, manipulate the mood, influence the energy/action level, or evoke a sense of time by visually directing the viewer’s eye (traits/criteria). Finished illustrations must reflect the synthesis of descriptive form and narrative content while clearly evidencing narrative values and visual elements.

**Art 54abcd**

- Using preliminary thumbnail compositions based on an assigned theme (context), manipulate the rhythm and balance of the compositions to alter their narrative intent, effectively shifting its original storytelling goal (objective). Through the varied approaches of rhythm and balance, as per class lectures and demonstrations, manipulate the narrative range and shift the audience grouping. (traits/criteria). Finished illustrations must clearly reflect the specific expectations of varied audiences as well as altering the “voice” of the work.
**Art 61ab (No Tools Left Behind)**
- Within the studio context, students will demonstrate competency with basic hand tools through a safety test to include terms and procedures;
- Students will demonstrate appropriate use of tools in a hands-on demonstration.

**Art 62abcd (No Tools Left Behind)**
- Within the studio context, students will demonstrate competency with basic hand tools through a safety test to include terms and procedures;
- Students will demonstrate appropriate use of tools in a hands-on demonstration.

**Art 63abcd (No Tools Left Behind)**
- Within the studio context, students will demonstrate competency with basic hand tools through a safety test to include terms and procedures;
- Students will demonstrate appropriate use of tools in a hands-on demonstration.

**Art 73ab (No Tools Left Behind)**
- Within the studio context, students will demonstrate competency with basic hand tools through a safety test to include terms and procedures;
- Students will demonstrate appropriate use of tools in a hands-on demonstration.

**Art 74abcd (No Tools Left Behind)**
- Within the studio context, students will demonstrate competency with basic hand tools through a safety test to include terms and procedures;
- Students will demonstrate appropriate use of tools in a hands-on demonstration.

**Art 75abcd (No Tools Left Behind)**
- Within the studio context, students will demonstrate competency with basic hand tools through a safety test to include terms and procedures;
- Students will demonstrate appropriate use of tools in a hands-on demonstration.

**Art 81ab (No Tools Left Behind)**
- Within the studio context, students will demonstrate competency with basic hand tools through a safety test to include terms and procedures;
- Students will demonstrate appropriate use of tools in a hand-on demonstration.

**Art 82abcd (Life Sculpture)**
- This assignment is to execute in class a sculpture of the human figure from a model;
- The sculpture should contain the elements based on the class lectures and demonstrations (context);
- The sculpture should demonstrate competent sculpture skills and the elements that are germane to life sculpture (objective);
• The sculptural skills include the use of the media and composition. The primary elements are the gesture; the relationship among the body shapes, proportions, the unity among and within the body shapes.

**Art 83abcd (Bronze Casting)**
Students completing the course with a grade of C or better will:
• Understand the historical and philosophical aspects of sculpture, as well as its place within contemporary art and society.
• Be familiar with methods of basic construction and casting along with the use of various materials and techniques.
• Know the safe usage of hand and power tools used in the creation of a bronze artwork.
• Know the equipment and safe usage within the foundry area.
• Know the jobs positions involved in the casting of bronze art works.
• Have a basic foundation in practical job skills.
• Have intermediate problem solving skills.

**Art 87ab**
Through observing demonstrations and attending lectures on monotype, intaglio and relief, students should be able to understand the fundamentals of these three printmaking processes. Preparing plate surfaces, putting images on the plates, printing methods, layering and handling materials will be covered. Students will create several monotype prints, one of each single colored hard-ground etching, soft-ground etching, drypoint, aquatint, one multi-colored mixed intaglio, one single and one multi-colored relief in this class. They will choose images that are suitable for practicing each process. They will also learn how to express themselves through various themes.

**Art 88abcd**
Through observing demonstrations and attending lectures on lithography and screen-printing, students should be able to understand the fundamentals of these two printmaking processes. Preparing and putting images on the lime stones and aluminum plates, making positives and screens, different printing methods, layering process and handling materials will be covered. Students will create two lithographs with stone and plate, one single-colored and few multi-colored screen prints in this class. They will choose images that are suitable for practicing each process. They will also learn how to express themselves through various themes.

**Art 89abcd**
Through having knowledge and basic skills in printmaking, students should be able to learn more advanced techniques and create more complicate images. Using variations or combinations of five printmaking processes they have learned in previous classes, they will be able to pursue their own unique imagery or various themes. Interested students also will learn how to apply digital media to making positives for photo-oriented processes.
Art 108 (Putting Theory into Practice: An Analysis of Visual Culture)
- After completing the assigned readings for the course and listening to class lectures, students will apply their knowledge of art terminology and methodology by analyzing an appropriate example from visual culture;
- The analysis can be in written or oral form and must include a thorough description of the subject matter and iconography, an analysis of form and style, and a comprehensive interpretation of its overall meaning(s) in relation to context.

Art 141abcd (Raster/Vector/Color Mode)
- Students will use a computer and graphics software in class to demonstrate the use of the pen tool to draw a precise path to add a vector element to a raster image of appropriate resolution and color mode for the intended output.

Art 142abcd (Raster/Vector/Color Mode)
- Students will use a computer and graphics software in class to demonstrate the use of the pen tool to draw a precise path to add a vector element to a raster image of appropriate resolution and color mode for the intended output.

Art 143abcd (Raster/Vector/Color Mode)
- Students will use a computer and graphics software in class to demonstrate the use of the pen tool to draw a precise path to add a vector element to a raster image of appropriate resolution and color mode for the intended output.

Art 144abcd (Raster/Vector/Color Mode)
- Students will use a computer and graphics software in class to demonstrate the use of the pen tool to draw a precise path to add a vector element to a raster image of appropriate resolution and color mode for the intended output.

Art 145abcd (Raster/Vector/Color Mode)
- Students will use a computer and graphics software in class to demonstrate the use of the pen tool to draw a precise path to add a vector element to a raster image of appropriate resolution and color mode for the intended output.

Art 146abcd (Raster/Vector/Color Mode)
- Students will use a computer and graphics software in class to demonstrate the use of the pen tool to draw a precise path to add a vector element to a raster image of appropriate resolution and color mode for the intended output.

Art 147abcd (Raster/Vector/Color Mode)
- Students will use a computer and graphics software in class to demonstrate the use of the pen tool to draw a precise path to add a vector element to a raster image of appropriate resolution and color mode for the intended output.

Art 150
Critique and discuss the production and role of commercial, fine art, photojournalism, documentary and portrait photography in contemporary civilization.
Art 151abcd (Raster/Vector/Color Mode)
- Students will use a computer and graphics software in class to demonstrate the use of the pen tool to draw a precise path to add a vector element to a raster image of appropriate resolution and color mode for the intended output.

Art 195
- Success can be estimated by students’ satisfaction in major selection and the pursuit of a career path that he/she is passionate about. We consider all students who graduate and pursue a satisfying career path to be successful in this regard.
- Success can be measured by student feedback (e.g. students will often comment that they feel they are improving in the area of interviewing, networking, etc.), recruiter feedback (e.g. recruiters telling us that our students are well-prepared for the job search process), and ultimately the gainful employment of our registrants. All job offers reported to our office can be attributed to this learning objective.
- Success can be measured by the gainful employment of our registrants, as well as success of alumni as they prosper in various career paths.
- Success can be measured by student feedback (e.g. students will often comment that they feel they are improving in the area of interviewing, networking, etc.), recruiter feedback (e.g. recruiters telling us that our students are well-prepared for the job search process), and ultimately the gainful employment of our registrants. All job offers reported to our office can be attributed to this learning objective.

Art Program Level (Art History A.A.)
SLO #1
- After completing an A.A. Degree or transfer curriculum in art, students will be able to comprehend and discuss art works in terms of form, medium, and content.

SLO #2
- After completing an A.A. Degree or transfer curriculum in art, students will be able to demonstrate comprehension of the historical, geographical, and chronological context of art.

Art Program Level (All Art Department digital art and design courses taught by full time faculty: Art 141, 142, 144, 147, Art 37, 39, 41)
SLO #1
- After completing a Digital Arts certificate, students will be able to comprehend and discuss art works in terms of form, medium, content, and intent.

SLO #2
- After completing a Digital Arts certificate, students will be able to create art works utilizing computer graphics software appropriate to the project presented in terms of form, medium, and content.

Art (Art Department Open House – Comprehension of Form and Content)
- In pursuit of an A.A. Degree, a certificate, or transfer curriculum in art, students will be able to comprehend and discuss art works in terms of form, medium, style, and content.
Communications Studies 1 (Public Speaking)
The student will be able to:

- Write coherent speech outlines that demonstrate their ability to use organizational formats with a clear specific purpose.
- Incorporate sound reasoning and evidence that support claims they make in the body of their speech.
- Outline/speeches: Deliver speeches to inform and to persuade successfully integrating visual aids effectively.
- Apply critical thinking skills when evaluating speeches.
- Adapt their presentations to the audience based on situational, demographic, and psychological audience analysis.
- Describe, evaluate and apply selected theories or rhetoric and/or communication theory.

Communications Studies 1 (Effective Speaking)

- The student will be able to: Write coherent speech outlines that demonstrate their ability to use organizational formats with a clear specific purpose.
- Incorporate sound reasoning and evidence that support claims they make in the body of their speech.
- Outline/speeches Deliver speeches to inform and to persuade successfully integrating visual aids effectively.
- Apply critical thinking skills when evaluating speeches.
- Adapt their presentations to the audience based on situational, demographic, and psychological audience analysis.
- Describe, evaluate and apply selected theories or rhetoric and/or communication theory.

Communications Studies 3 (Group Discussion)

- Analyze a group discussion based on the transactional model of communication and definition and elements of communication competence
- Explain how using Systems theory can help increase a group’s productivity and cohesiveness
- Elaborate on the task and social dimensions of a problem-solving group
- Discuss the pros and cons of competitive and cooperative group climates
- Apply the four major perspectives of leadership to different group situations
- Evaluate how different methods of group decision making, critical thinking (including errors), and creative problem solving techniques can affect a group in its decision-making

Communications Studies 3 (Effective Presentation Skills) (Program Level)

- The assignment is to present a speech in front of the class.
- The speech should contain the elements discussed in class lectures and handouts (context).
- The speech should demonstrate effective speaking skills.
• Effective speaking skills include the analysis and synthesis of relevant research materials, organization, appropriate nonverbal choices, and audience adaptation (traits).

Communications Studies 4 (Argumentation and Debate)
• Demonstrate knowledge of the theories that govern argumentation and debate.
• Demonstrate knowledge of fallacies of reasoning.
• Evaluate research and evidence to support and defend claims.
• Demonstrate effective oral argumentation skills.
• Analyze and effectively refute oral arguments.

Communications Studies 4 (Effective Presentation Skills) (Program Level)
• The assignment is to present a speech in front of the class.
• The speech should contain the elements discussed in class lectures and handouts (context).
• The speech should demonstrate effective speaking skills.
• Effective speaking skills include the analysis and synthesis of relevant research materials, organization, appropriate nonverbal choices, and audience adaptation (traits).

Communications Studies 5 (Mass Communication)
The student will be able to:
• Demonstrate knowledge of the development and history of mass communication.
• Demonstrate knowledge of the theories that govern mass communication.
• Analyze the impact of movies, television, and music on society and culture.
• Analyze the impact of new media on society and culture.
• Evaluate the laws and regulations that govern telecommunications.
• Evaluate the Supreme Court decisions that govern free press.

Communications Studies 7 (Voice, Articulation, and Pronunciation)
• Identify and transcribe all (IPA) International Phonetic Alphabet symbols applicable to Standard American English.
• Apply listening skills appropriate to various language situations and contexts.
• Identify and describe the functions and processes of speech anatomy.
• Apply proper breathing skills and posture to vocal performance.
• Employ vocal variety, expressiveness, and quality in various language situations and contexts.

Communications Studies 8 (Oral Interpretation of Literature)
The student will be able to:
• Identify and analyze literary devices particular to the genres of poetry, short story, and drama.
• Write textual analyses that demonstrate the ability to incorporate evidence that support claims advanced in the analysis.
Develop a workable script for performance that includes an effective introduction and transitions.
Deliver a performance that successfully utilizes voice, face body, and movement to communicate their understanding of the text to an audience.

**Communications Studies 8 (Effective Presentation Skills) (Program Level)**
- The assignment is to present a speech in front of the class.
- The speech should contain the elements discussed in class lectures and handouts (context).
- The speech should demonstrate effective speaking skills.
- Effective speaking skills include the analysis and synthesis of relevant research materials, organization, appropriate nonverbal choices, and audience adaptation (traits).

**Communication Studies 9 (Readers Theatre)**
The student will be able to:
- Identify and analyze literary devices particular to the genres of poetry, short story, and drama.
- Write textual analyses that demonstrate the ability to incorporate evidence that support claims advanced in the analysis.
- Develop a workable script for performance that includes an effective introduction and transitions.
- Deliver a performance that successfully utilizes voice, face, body, and movement to communicate their understanding of the text to an audience.
- Apply understanding of the text, critical thinking skills, and sensitivity to audience in critiquing their own, and their classmates/performances.
- Coach and rehearse other classmates in solo and small ensemble performance communication.

**Communication Studies 11 (Organizational Communication)**
Students completing this course should:
- Be knowledgeable in theories of organizational communication.
- Be able to conduct appropriate research in order to analyze communication in organizational settings.
- Demonstrate understanding of effective leadership skills, group processes, and the function of communication networking in organizations.

**Communication Studies 12 (Interpersonal Communication)**
The student will be able to:
- Explain the basic elements of the communication process in interpersonal settings.
• Recognize the self-concept development process, its multidimensional identity and its role in communication.
• Analyze physiological, social, and cultural factors that affect perception and misunderstandings.
• Analyze the nature of language and nonverbal messages as they apply to effective and ineffective encoding and decoding of messages.
• Apply learned skills and communication theories in teamwork activities.

**Communications Studies 12 (Effective Presentation Skills) (Program Level)**
• The assignment is to present a speech in front of the class.
• The speech should contain the elements discussed in class lectures and handouts (context).
• The speech should demonstrate effective speaking skills.
• Effective speaking skills include the analysis and synthesis of relevant research materials, organization, appropriate nonverbal choices, and audience adaptation (traits).

**Communication Studies 14 (Introduction to Intercultural Communication)**
The student will be able to:
• Explain the relationship of culture and communication using a model of intercultural communication.
• Differentiate between the macro cultures and micro cultures within the U.S. and discuss the influence they have upon one another.
• Distinguish between attitudes, beliefs, and values and critically analyze different value orientations.
• Discuss overt and covert cultural behaviors that manifest in the form of prejudice, discrimination, and ethnocentrism to increase self-awareness of factors that contribute to these social ills.
• Show knowledge and appreciation of different ways that cultural groups raise their families, educate, practice religion, practice politics, and run their economies.
• Demonstrate knowledge of how different cultures use verbal and nonverbal communication.

**Communications Studies 22bcd (Forensics - Individual Events)**
The student will be able to:
• Demonstrate knowledge of the various events that comprise Forensics
• Evaluate research and evidence to support and defend claims.
• Evaluate effective oral communication skills.

**Communications Studies 23bcd (Forensics - Team Events)**
The student will be able to:
• Demonstrate knowledge of the various events that comprise Forensics.
• Demonstrate proficiency in one or more Forensics event.
• Demonstrate research-gathering skills.
• Evaluate research and evidence to support and defend claims.
• Demonstrate effective oral communication skills appropriate to the particular Forensics event.

**Communications Studies 24bcd (Forensics - Team Events)**
The student will be able to:
• Demonstrate knowledge of the various events that comprise Forensics.
• Evaluate research and evidence to support and defend claims.
• Evaluate effective oral communication skills.

**Communications Studies 25bcd (Forensics Team)**
The student will be able to:
• Demonstrate knowledge of the various events that comprise Forensics.
• Demonstrate proficiency in one or more Forensics events. Demonstrate research-gathering skills.
• Evaluate research and evidence to support and defend claims.
• Demonstrate effective oral communication skills appropriate to the particular Forensics event.

**Communications Studies (Program Level)**
Upon successful completion of the courses in this discipline, the student will have acquired the following knowledge and skills:
• Communicate with diverse audiences in multiple contexts to meet the goals of the intended communication.
• Upon successful completion of the courses in this discipline, the student will have acquired the following knowledge and skills: Describe and analyze the symbolic nature of communication and how it creates individual, group, and cultural reality.
• Upon successful completion of the courses in this discipline, the student will have acquired the following knowledge and skills: Identify, evaluate, and utilize evidence to support claims used in presentations and arguments.
• Upon successful completion of the courses in this discipline, the student will have acquired the following knowledge and skills: Demonstrate through performance and analysis the importance of both verbal and nonverbal communication.

**Dance 1**
• Upon successful completion of this course the student will be able to analyze and critique dance styles, music and artists within a cultural, relevant and historical context.

**Dance 3**
• Upon successful completion of this course the student will be able to analyze and critique dance styles, music and artists within a cultural, relevant and historical context.
Dance 5
- Upon successful completion of this course the student will be able to analyze and critique dance styles, music and artists within a cultural, relevant and historical context.

Dance 9ab
Students will process knowledge of technical dance skills, vocabulary and musicality that are germane to World Dance including African Dance, and Flamenco and Mexican Dance

Dance 10abcd
Students will process knowledge of technical dance skills, social etiquette and specific vocabulary that are germane to these social dance styles.

Dance 12abcd
Students will process knowledge of technical dance skills, vocabulary and musicality that are germane to World Dance including African Dance, and Flamenco and Mexican Dance

Dance 14ab
Students will process knowledge of technical dance skills, vocabulary and musicality that are germane to World Dance including African Dance, and Flamenco and Mexican Dance

Dance 16ab
Students will process knowledge of technical dance skills, vocabulary and musicality that are germane to World Dance including African Dance, and Flamenco and Mexican Dance

Dance 17abcd
- Upon successful completion of this course the student will be able to process a mastery of the terminology, technical skills and the performance artistry.

Dance 19ab
- Students will be able to apply dance terminology to specific movement sequences in order to demonstrate skill proficiency.

Dance 20abcd
- Students will identify, execute and understand exercises specific to supplemental dance training.

Dance 21abcd
- Students will identify, execute and understand exercises specific to supplemental dance training.

Dance 22ab
• Students will be able to apply dance terminology to specific movement sequences in order to demonstrate skill proficiency.

**Dance 23abcd**  
• Students will process a mastery of the terminology, technical skills and the performance artistry of the specific theatrical dance styles.

**Dance 25abcd**  
• Students will process a mastery of the terminology, technical skills and the performance artistry of the specific theatrical dance styles.

**Dance 26abcd**  
• Students will be able to apply dance terminology to specific movement sequences in order to demonstrate skill proficiency.

**Dance 32ab**  
• Students will be able to apply dance terminology to specific movement sequences in order to demonstrate skill proficiency.

**Dance 33abcd**  
• Students will process a mastery of the terminology, technical skills and the performance artistry of the specific theatrical dance styles.

**Dance 35abcd**  
• Students will process a mastery of the terminology, technical skills and the performance artistry of the specific theatrical dance styles.

**Dance 42ab**  
• Students will be able to apply dance terminology to specific movement sequences in order to demonstrate skill proficiency.

**Dance 43abcd**  
• Students will process a mastery of the terminology, technical skills and the performance artistry of the specific theatrical dance styles.

**Dance 51ab**  
• Students will process knowledge of technical dance skills, social etiquette and specific vocabulary that are germane to these social dance styles.

**Dance 52abcd**  
• Students will process knowledge of technical dance skills, social etiquette and specific vocabulary that are germane to these social dance styles.

**Dance 53ab**  
• Students will process knowledge of technical dance skills, social etiquette and specific vocabulary that are germane to these social dance styles.
Dance 54abcd
• Students will process knowledge of technical dance skills, social etiquette and specific vocabulary that are germane to these social dance styles.

Dance 61ab (Codification of Dance Terminology)
• Students will be able to apply dance terminology to specific movement sequences in order to demonstrate skill proficiency.

Dance 62abcd
• Students will process a mastery of the terminology, technical skills and the performance artistry of the specific theatrical dance styles.

Dance 70abcd
• Students will demonstrate a mastery of dance terminology and exhibit creative development with the goal of performance artistry.

Dance 71ab
• Students will demonstrate a mastery of dance terminology and exhibit creative development with the goal of performance artistry.

Dance 72abcd
• Students will demonstrate a mastery of dance terminology and exhibit creative development with the goal of performance artistry.

Dance 83abcd
• Students who successfully complete Dance 83abcd, 87abcd and 89abcd will be able to demonstrate and critique specific dance movements, routines and a working knowledge of the performance vocabulary.

Dance 87abcd
• Students who successfully complete Dance 83abcd, 87abcd and 89abcd will be able to demonstrate and critique specific dance movements, routines and a working knowledge of the performance vocabulary.

Dance 89abcd
• Students who successfully complete Dance 83abcd, 87abcd and 89abcd will be able to demonstrate and critique specific dance movements, routines and a working knowledge of the performance vocabulary.

Dance (Program Level)
• Upon successful completion of this course the student will be able to analyze and critique dance styles, music and artists within a cultural, relevant and historical context.
• Students will possess a mastery of the terminology, technical skill, and the performance artistry of the specific theatrical dance styles.
• Students will possess knowledge of various cultures, technical skills and vocabulary that are germane to the dance styles.
• Students will possess knowledge of technical skills, social etiquette and specific vocabulary that are germane to the dance styles.
• Students will possess a mastery of the terminology creative development and goal of the performance artistry.

Film 1 (Film Analysis & Appreciation)
• The student will correctly identify key events and significant inventions that occurred during the first 50 years of American film industry and explain how each event or innovation impacted the development of the industry.

Film 3 (Film/Video 3 Screenplay Analysis)
• Chart the main structural and story elements typically found in the Hollywood paradigm of narrative storytelling.

Film 4 (Story Development)
• Create a treatment for an original screen story modeled on the Hollywood storytelling paradigm.

Film 20 (Film/Video 20 Introduction to Film/Video Production)
• Differentiate between the various production jobs and their required skills needed for successful professional collaboration in film and digital video production.

Film 21 (Film/Video 21 Audio Production)
• Operate a Digital Audio Workstation (DAW) to create and edit digital audio files and build and mix a multi-track audio project.

Film 22 (Film/Video 22 Production I)
• Operate digital video field recording equipment to competently acquire professional quality images.

Film 24 (Film/Video 24 Production Planning)
• Differentiate between digital and traditional film production, distribution, and exhibition processes.

Film28ab (Film/Video28ab Television Production)
• Differentiate between digital and traditional film production, distribution, and exhibition processes.

Film 32ab (Film/Video 32ab Production II)
• Demonstrate ability to produce a short digital video production including the planning, scripting, shooting, and editing.

Film 34 (Film/Video 34ab Camera & Lighting)
• Create a basic lighting plan that meets the stylistic needs of a given scene.
Film 36 (Film/Video 36ab Editing)
- Create a short film that employs flashbacks, narration, dissolves, fades, and wipes.

Film 51 (Film and Popular Music in Post-WWII America)
- Describe the key social and political events that became subject matter for both popular songs and films in post-WWII America.

Film 52 (Film Technology, and Culture)
- Define the characteristics of new cinematic forms such as accelerated cinema, computer animation, anime or Japanimation, and Dogma cinema.

Film 53 (American Independent Cinema)
- Identify the characteristics of the American Studio system of film production of the 1930s through the 1950s.
- Describe the factors that led to the demise of the studio system of production.

Film 54abc (Regional Cinemas)
- Discuss a given region’s key filmmakers and their reasons for rejecting, adopting, or modifying the classical Hollywood style.

Music 1
- After completing coursework to fulfill an AA degree, or to transfer, the student should be able to critique a piece of music based on elements of music, including form, style, rhythm, harmony, melody, timbre, texture and dynamics.

Music 2A (Aural Skills Assessment)
- Students will be expected to sing all simple intervals, major and minor scales, a diatonic melody, major and minor triads in root position, and a rhythmic example in simple meter featuring subdivisions of the beat.
- They will be assessed in class with an aural skills quiz during the first half of the semester and during the final week of classes.

Music 2B Aural Skills Assessment)
- Students will be expected to sing all simple intervals, major and minor scales, a diatonic melody, major and minor triads in root position, and a rhythmic example in simple meter featuring subdivisions of the beat.
- They will be assessed in class with an aural skills quiz during the first half of the semester and during the final week of classes.

Music 3A Aural Skills Assessment)
- Students will be expected to sing all simple intervals, major and minor scales, a diatonic melody, major and minor triads in root position, and a rhythmic example in simple meter featuring subdivisions of the beat.
- They will be assessed in class with an aural skills quiz during the first half of the semester and during the final week of classes.
**Music 3B Aural Skills Assessment**
- Students will be expected to sing all simple intervals, major and minor scales, a diatonic melody, major and minor triads in root position, and a rhythmic example in simple meter featuring subdivisions of the beat.
- They will be assessed in class with an aural skills quiz during the first half of the semester and during the final week of classes.

**Music 3C Aural Skills Assessment**
- Students will be expected to sing all simple intervals, major and minor scales, a diatonic melody, major and minor triads in root position, and a rhythmic example in simple meter featuring subdivisions of the beat.
- They will be assessed in class with an aural skills quiz during the first half of the semester and during the final week of classes.

**Music 5**
After completing coursework to fulfill on AA degree, or to transfer, the student should be able to critique a piece of music based on elements of music, including form, style, rhythm, harmony, melody, timbre, texture, and dynamics.

**Music 7 (Exploring Music in Education)**
By the end of the semester, students will be able to distinguish between unipartite, binary and ternary forms in music.

**Music 8A (Species Counterpoint Assessment)**
- Students should be able to compose original examples of 3:1 species counterpoint.

**Music 8A Program Level (Species Counterpoint Assessment)**
- After completing coursework to fulfill an AA degree, or to transfer, the student should be able to critique a piece of music based on elements of music, including form, style, rhythm, harmony, melody, timbre, texture, and dynamics.

**Music 8B**
After completing coursework to fulfill on AA degree, or to transfer, the student should be able to critique a piece of music based on elements of music, including form, style, rhythm, harmony, melody, timbre, texture, and dynamics.

**Music 11 (Recognize musical style periods)**
- Students will be able to recognize musical style periods after listening to pre-recorded musical examples.

**Music 12 (Recognize musical style periods)**
• Students will be able to recognize musical style periods after listening to pre-recorded musical examples.

**Music 13 (Recognize musical style periods)**
• Students will be able to recognize musical style periods after listening to pre-recorded musical examples.

**Music 15A (Recognize musical style periods)**
• Students will be able to recognize musical style periods after listening to pre-recorded musical examples.

**Music 15B (Recognize musical style periods)**
• Students will be able to recognize musical style periods after listening to pre-recorded musical examples.

**Music 16 (Reactivation)**

**Music 17 (Musical Style Periods Assessment)**
• Students will be able to recognize musical style periods after listening to pre-recorded musical examples.

**Music 18ab (Voice Performance)**
• At the midpoint and end of this course, students will be able to critique their individual in-class performances by watching DVDs of those performances.
• They will evaluate their vocal sound (in written form) and focus their comments in three areas: Use of the Voice (e.g. posture, breath control, tone quality, coordination of breath with tone); Musical Accuracy (e.g. notes, rhythm, intonation, diction); and Musical Expression (e.g. characterization, style, poise, audience connection)

**Music 19abcd (Voice Performance)**
• At the midpoint and end of this course, students will be able to critique their individual in-class performances by watching DVDs of those performances.
• They will evaluate their vocal sound (in written form) and focus their comments in three areas: Use of the Voice (e.g. posture, breath control, tone quality, coordination of breath with tone); Musical Accuracy (e.g. notes, rhythm, intonation, diction); and Musical Expression (e.g. characterization, style, poise, audience connection)

**Music 20abcd**
After the final concert, members of the choral ensemble will be able to critique their performance by watching a DVD or listening to a CD of their concert. They will evaluate
the choral sound (in written form) and focus their comments on choral elements such as:
Intonation, blend, balance, stylistic approach, and musicality.

**Music 23abcd** *(Applied Music Juried Evaluations)*
- In the last week of the semester, students will perform a musical selection, prepared during their private lessons, for a juried panel of Applied Music faculty members.

**Music 30**
After completing coursework to fulfill an AA degree, or to transfer, the student should be able to critique a piece of music based on elements of music, including form, style, rhythm, harmony, melody, timbre, texture, and dynamics.

**Music 31A (Ability to competently play musical scales)**
- Ability to play with a consistent rhythm, major and minor musical scales with detection of key signatures using correct fingering and finger positions.

**Music 31B (Ability to competently play musical scales)**
- Ability to play with a consistent rhythm, major and minor musical scales with detection of key signatures using correct fingering and finger positions.

**Music 31C (Ability to competently play musical scales)**
- Ability to play with a consistent rhythm, major and minor musical scales with detection of key signatures using correct fingering and finger positions.

**Music 31D (Ability to competently play musical scales)**
- Ability to play with a consistent rhythm, major and minor musical scales with detection of key signatures using correct fingering and finger positions.

**Music 32abcd (Ability to competently play musical scales)**
- Ability to play with a consistent rhythm, major and minor musical scales with detection of key signatures using correct fingering and finger positions.

**Music 40abcd (The Singer as Actor)**
This performance workshop is designed to introduce and integrate vocal acting and exercises.

**Music 41abcd (The Singer as Actor)**
This performance workshop is designed to introduce and integrate vocal acting and exercises.

**Music 43abcd (Beginning Instruments Playing Technique)**
- During several class meetings throughout the semester, students will perform musical selections on their instrument using proper playing techniques.

**Music 44abcd (Beginning Instruments Playing Technique)**
• During several class meetings throughout the semester, students will perform musical selections on their instrument using proper playing techniques.

**Music 45abcd (Beginning Instruments Playing Technique)**
• During several class meetings throughout the semester, students will perform musical selections on their instrument using proper playing techniques.

**Music 46abcd (Beginning Instruments Playing Technique)**
• During several class meetings throughout the semester, students will perform musical selections on their instrument using proper playing techniques.

**Music 47ab (Ability to competently play musical scales)**
• Ability to play with a consistent rhythm, major and minor musical scales with detection of key signatures using correct fingering and finger positions

**Music 48abcd (Ability to competently play musical scales)**
• Ability to play with a consistent rhythm, major and minor musical scales with detection of key signatures using correct fingering and finger positions

**Music 51abcd (Choral Ensembles)**
• After the final concert, members of the choral ensemble will be able to critique their performance by watching a DVD or listening to a CD of their concert.
• They will evaluate the choral sound (in written form) and focus their comments on choral elements such as: intonation, blend, balance, stylistic approach, and musicality.

**Music 52abcd (Choral Ensembles)**
• After the final concert, members of the choral ensemble will be able to critique their performance by watching a DVD or listening to a CD of their concert.
• They will evaluate the choral sound (in written form) and focus their comments on choral elements such as: intonation, blend, balance, stylistic approach, and musicality.

**Music 53abcd (Choral Ensembles)**
• After the final concert, members of the choral ensemble will be able to critique their performance by watching a DVD or listening to a CD of their concert.
• They will evaluate the choral sound (in written form) and focus their comments on choral elements such as: intonation, blend, balance, stylistic approach, and musicality.

**Music 55abcd (Choral Ensembles)**
• After the final concert, members of the choral ensemble will be able to critique their performance by watching a DVD or listening to a CD of their concert.
• They will evaluate the choral sound (in written form) and focus their comments on choral elements such as: intonation, blend, balance, stylistic approach, and musicality.
Music 57abcd (Choral Ensembles)
- After the final concert, members of the choral ensemble will be able to critique their performance by watching a DVD or listening to a CD of their concert.
- They will evaluate the choral sound (in written form) and focus their comments on choral elements such as: intonation, blend, balance, stylistic approach, and musicality.

Music 58abcd (Choral Ensembles)
- After the final concert, members of the choral ensemble will be able to critique their performance by watching a DVD or listening to a CD of their concert.
- They will evaluate the choral sound (in written form) and focus their comments on choral elements such as: intonation, blend, balance, stylistic approach, and musicality.

Music 60abcd (Instrumental Ensembles Self-Evaluations)
- After a performance, members of the instrumental ensemble will be able to critique their performance by listening to a CD or watching a DVD of their performance.

Music 61abcd (Instrumental Ensembles Self-Evaluations)
- After a performance, members of the instrumental ensemble will be able to critique their performance by listening to a CD or watching a DVD of their performance.

Music 62abcd (Instrumental Ensembles Self-Evaluations)
- After a performance, members of the instrumental ensemble will be able to critique their performance by listening to a CD or watching a DVD of their performance.

Music 63abcd (Instrumental Ensembles Self-Evaluations)
- After a performance, members of the instrumental ensemble will be able to critique their performance by listening to a CD or watching a DVD of their performance.

Music 64abcd (Instrumental Ensembles Self-Evaluations)
- After a performance, members of the instrumental ensemble will be able to critique their performance by listening to a CD or watching a DVD of their performance.

Music 65abcd (Instrumental Ensembles Self-Evaluations)
- After a performance, members of the instrumental ensemble will be able to critique their performance by listening to a CD or watching a DVD of their performance.

Music 67abcd (Instrumental Ensembles Self-Evaluations)
• After a performance, members of the instrumental ensemble will be able to critique their performance by listening to a CD or watching a DVD of their performance.

**Music 68abcd** *(Instrumental Ensembles Self-Evaluations)*

• After a performance, members of the instrumental ensemble will be able to critique their performance by listening to a CD or watching a DVD of their performance.

**Music 69abcd** *(Instrumental Ensembles Self-Evaluations)*

After a performance, members of the instrumental ensemble will be able to critique their performance by listening to a CD or watching a DVD of their performance.

**Music 70abcd** *(Instrumental Ensembles Self-Evaluations)*

• After a performance, members of the instrumental ensemble will be able to critique their performance by listening to a CD or watching a DVD of their performance.

**Music 71abcd** *(Instrumental Ensembles Self-Evaluations)*

• After a performance, members of the instrumental ensemble will be able to critique their performance by listening to a CD or watching a DVD of their performance.

**Music 72abcd** *(Instrumental Ensembles Self-Evaluations)*

• After a performance, members of the instrumental ensemble will be able to critique their performance by listening to a CD or watching a DVD of their performance.

**Music 76abcd** *(Instrumental Ensembles Self-Evaluations)*

• After a performance, members of the instrumental ensemble will be able to critique their performance by listening to a CD or watching a DVD of their performance.

**Music 79abcd** *(Instrumental Ensembles Self-Evaluations)*

• After a performance, members of the instrumental ensemble will be able to critique their performance by listening to a CD or watching a DVD of their performance.

**Music 80abc**

Students should be able to compose a song using Cubase sequencing software employing a musical form, a chord progression, and settings specified by the instructor.

**Music 81A**

Students should be able to compose a song in Cubase and demonstrate their knowledge of the sequencing software by using settings and effects as specified by the instructor.
Music 81B
Students should be able to compose a song using audio and VST functions with Cubase and Sony’s Soundforge audio processing. They will demonstrate their knowledge of audio and VST functions and the software by creating sounds and by using settings, effects, and techniques as specified by the instructor.

Music 82abcd
Students should be able to:
- Record a variety of songs and audio from start to finish in various media genres using traditional, and new computer Hardware/Software related technologies.
- Demonstrate an understanding of Sound Wave Characteristics, Analog to Digital/ Digital to Analog Conversion, and Sound Design.

Music 83abcd
Students should be able to:
- Compose, Play and Arrange a variety of songs from start to finish in various genres using traditional, modern styles, and new computer software/synthesis related technologies.
- Demonstrate an understanding of chords, harmony, and melody as they apply to Commercial Piano Applications.

Music 84
Students should be able to analyze the Music Business historic trends and its new developments.

Music 85ab
Students should be able to:
- Compose a variety of songs from start to finish in various genres using traditional, and new computer software related technologies.
- Demonstrate an understanding of chords, harmony, and melody as they apply to Commercial Songwriting.

Music 90abcd (Applied Music Juried Evaluations)
- In the last week of the semester, students will perform a musical selection, prepared during their private lessons, for a juried panel of Applied Music faculty members.

Music 555 (Community Choir)
- After the final concert, members of the choral ensemble will be able to critique their performance by watching a DVD or listening to a CD of their concert.
- They will evaluate the choral sound (in written form) and focus their comments on choral elements such as: Intonation, blend, balance, stylistic approach, and musicality.
Music 560 (Instrumental Ensembles Self-Evaluations)
• After a performance, members of the instrumental ensemble will be able to critique their performance by listening to a CD or watching a DVD of their performance.

Music 561 (Instrumental Ensembles Self-Evaluations)
• After a performance, members of the instrumental ensemble will be able to critique their performance by listening to a CD or watching a DVD of their performance.

Music 562 (Instrumental Ensembles Self-Evaluations)
• After a performance, members of the instrumental ensemble will be able to critique their performance by listening to a CD or watching a DVD of their performance.

Music 563 (Instrumental Ensembles Self-Evaluations)
• After a performance, members of the instrumental ensemble will be able to critique their performance by listening to a CD or watching a DVD of their performance.

Music 565 (Instrumental Ensembles Self-Evaluations)
• After a performance, members of the instrumental ensemble will be able to critique their performance by listening to a CD or watching a DVD of their performance.

Music 567 (Instrumental Ensembles Self-Evaluations)
• After a performance, members of the instrumental ensemble will be able to critique their performance by listening to a CD or watching a DVD of their performance.

Music 570 (Instrumental Ensembles Self-Evaluations)
• After a performance, members of the instrumental ensemble will be able to critique their performance by listening to a CD or watching a DVD of their performance.

Music 576 (Instrumental Ensembles Self-Evaluations)
• After a performance, members of the instrumental ensemble will be able to critique their performance by listening to a CD or watching a DVD of their performance.

Music (Program Level)
• After completing coursework to fulfill an AA degree, or to transfer, the student should be able to critique a piece of music based on elements of music, including form, style, rhythm, harmony, melody, timbre, texture and dynamics.
Photography 1 (Proper film exposure through the correct aperture and shutter settings on the camera and correct film processing to produce a silver gelatin negative with adequate shadow and highlight detail)

- The assignment is to determine the correct aperture and shutter speed settings on a camera to properly expose and develop a black and white silver gelatin negative.

Photography 2
The visualization and production of a series of photographs on a unified theme using concepts of form and content and the appropriate photographic technology.

Photography 3
Production of portfolio quality film and digital photographs utilizing advanced lighting and commercial photographic techniques.

Photography 4
Proper placement of photo flood and spotlight studio lighting to produce formal portraits in Rembrandt, Narrow, Broad, Glamour, High Key and Low Key Lighting.

Photography 10
Students will be able to identify the three main characteristics of photojournalism images.

Photography 11ab
Students will be able to list the three essential photograph caption elements required by the Associated Press for a standard photo caption.

Photography 23A
Proper color cast/filtration and exposure in the production of color photographs.

Photography 23B
Critique and analyze the design elements and technical aspects of commercial color film and digital photographic images.

Photography 51 (Proper film exposure through the correct aperture and shutter settings on the camera and correct film processing to produce a silver gelatin negative with adequate shadow and highlight detail)

- The assignment is to determine the correct aperture and shutter speed settings on a camera to properly expose and develop a black and white silver gelatin negative.

Photography 54
Appropriate subject matter selection and exposure for Black and White Infrared Film, or Infrared Digital settings, through the correct aperture and shutter speed selection on the film or digital camera, and the proper development of the Infrared Black and White film.

Photography 57
Visualization and production of a hard copy photographic book on a unified theme using photographic techniques of film or digital photography.
Photography 150
Critique and discuss the production and role of commercial, fine art, photojournalism, documentary and portrait photography in contemporary civilization.

Photography 151ab
Proper input of digital images from a digital camera to a computer, and storage of images, for future creative visual photographic solutions to assigned thematic assignments.

Theatre 1 (List and Define the Theater Basics: origins, eras, elements, areas, and vocational opportunities)
- Present a written and/or oral project that lists, defines, explores, and explicates an era of world theatre, including analysis of stage forms, technical applications, cultural and historical influences, acting styles and approaches, theater jargon, evolving of various theater personnel (director, actor, designer, etc.)

Theatre 4 (Analyze, describe, explore, and apply theoretical critical approaches to world theater representative play scripts)
- Prepare and present a written and oral examination of a representative play script from world theatre, including textual and research supported statements that attend to historical, cultural, and technical influences on the theater of the era.

Theatre 8 (Discover and apply the beginning elements of acting)
- Through improvisations, monologues, and mini-scenes, demonstrate and apply the beginning elements of the acting process based on psychological and contemporary approaches.

Theatre 14A (Define your personal acting process)
- Through improvisations, monologues, and short scenes, demonstrate and apply a personal acting process based on historical, Aristotelian, psychological, and contemporary approaches.

Theatre 14B (Refine your personal acting process)
- Through improvisations, monologues, and extended scenes, demonstrate, apply, and share a personal acting process based on historical, Aristotelian, psychological, and contemporary approaches including Hagen and Meisner

Theatre 15abcd (Relax, trust, and open your personal instrument)
- Through sequenced improvisations, theater games, relaxation and opening-up exercises, the student will apply and demonstrate trust, relaxation, and responsive skills while performing planned and impromptu improvisational scenes.
Theatre 16abcd (Present two contrasting monologues, one musical theater piece; present a polished cold reading)
   - Present two contrasting monologues and one musical theater song according to professional standards; perform seven cold readings.

Theatre 22ab (Present one Shakespearian scene and one Shakespearian monologue)
   - Demonstrate ability to scan the iambic pentameter and translate the language and rhythm into realistic character presentation rather than language recitation.

Theatre 40A (Direct a ten-minute mini-play)
   - Demonstrate and apply production concept, script analysis, staging and blocking, possible design applications, communication with actors on psychological as well as technical levels, rehearsal schedules.

Theatre 70abcd (Explore, create, and perform a character before live Audiences)
   - Through presentations and production collaboration and participation, demonstrate character creation, actualization, and basic acting skills as well as apply theoretical and analytical processes within the production.

Theatre 72abcd (Explore, create, develop, rehearse, and perform a major character before live audiences)
   - Through performance and production collaboration and participation in a major role, demonstrate character creation, development, actualization, and advanced acting skills as well as apply theoretical and analytical processes within the production.

Theatre 74abcd
In a workshop setting, students will present a written, oral, ground plan, safety procedure or other designated explication of his/her participation as a director, designer, actor, or crew member in a student one-act production--all before a juried panel.

Theatre 75abcd
In a workshop setting, students will present a written, oral, ground plan, safety procedure or other designated explication of his/her participation as a director, designer, actor, or crew member in a student one-act production--all before a juried panel.

Theatre 84 (Stagecraft)
Through lectures and labs be able to identify and use all tools for the completion of scenic projects. Work with the Center for the Arts staff and instructor on the construction of scenery for departmental productions. Analyze theatre architecture from Classical Greek through Post-Modernism, and the scenic machines, styles of scenery, and theatrical techniques for presenting visual representations of theatrical scenery. Read and analyze plays for the purposes of creating scaled ground plans and elevations for specific scenes specified by the instructor.
**Theatre 88 (Fundamentals of Stage Makeup)**
Through lectures and labs be able to identify and use all tools for creating theatrical makeup techniques for departmental productions. Analyze theatrical makeup from Classical Greek through Post-Modernism, and the makeup, and the makeup appliances, styles of makeup, and theatrical techniques for presenting visual representations of theatrical makeup. Read and analyze plays for the purposes of creating theatrical makeup specific for characters as specified by the instructor.

**Theatre 90 (Introduction to Stage Lighting)**
Through lectures and labs be able to identify and use all of the lighting fixtures, control surfaces and cabling for the completion of stage lighting projects. Work with the Center for the Arts staff and instructor for the implementation of stage lighting for departmental productions. Analyze theatre lighting techniques from the use of candles through automated lighting fixtures. Understand theatrical techniques for presenting visual representations of stage lighting images. Read and analyze plays for the purposes of creating stage lighting images in the lighting laboratory for specific scenes specified by the instructor.

**Theatre 94 (Costuming for the Stage)**
- Through lectures and labs be able to identify and use all tools for the completion of costuming projects.
- Work with the instructor on the construction of costumes for departmental productions.
- Analyze theatre costuming from Classical Greek through Post-Modernism, and the styles of costumes, and theatrical techniques for presenting visual representations of theatrical costuming.
- Read and analyze plays for the purposes of designing costume renderings for specific scenes specified by the instructor.

**Theatre 97 (Technical Theatre Production)**
- Through lectures and labs students will be instructed on a show by show basis on how to safely run all the technical elements of the production using whatever tools that are needed for the lighting, propping, movement of scenery, costuming, makeup, and sound.
- Work with the instructor and the Center for the Arts staff on departmental productions.

**Theatre 98 (Advanced Theatrical Production)**
- Through lectures and labs students will be instructed on a show by show basis on how to safely run all the technical elements of the production using whatever tools that are needed for the lighting, propping, movement of scenery, costuming, makeup, and sound.
- Work with the instructor and the Center for the Arts staff on departmental productions.
Theatre (Program Level)

- Demonstrate a standards-based appreciation of theater in play script and production modes, including fundamental critical elements; varying approaches to acting and design; critical acumen in evaluating and dissecting the theater literary canon; historical perspectives.