

Modesto Junior College  
**Course Outline of Record Report**  
 09/22/2021



## ENGL138 : Survey of English Literature: Late Eighteenth Century to Present

### General Information

Faculty Author:	<ul style="list-style-type: none"> <li>• Emily Malsam</li> <li>• Gopal, Nita</li> <li>• Miller, Caroline</li> </ul>
Attachments:	ENGL-138_SU20.pdf ENGL 138.pdf DE Addendum EFF 5.4.20.pdf British Lit 2.pdf <a href="#">Download</a>
Course Code (CB01) :	ENGL138
Course Title (CB02) :	Survey of English Literature: Late Eighteenth Century to Present
Department:	English
Proposal Start Date:	MJC Summer 2022
TOP Code (CB03) :	(1501.00) English
CIP Code:	(23.0101) English Language and Literature, General
SAM Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Course Control Number (CB00) :	CCC000253457
Curriculum Committee Approval Date:	09/06/2019
Board of Trustees Approval Date:	10/09/2019
External Review Approval Date:	01/01/2019
Course Description:	This course examines major works of British Literature from the late eighteenth century to the post-colonial and contemporary time. The study includes multiple genres with texts of literary, historical, and cultural importance and impact.
Proposal Type:	Mandatory Revision
	This DE addendum has been added to comply with the new template.
Faculty Author:	No value

### Discipline(s)

Master Discipline Preferred:	<ul style="list-style-type: none"> <li>• English</li> </ul>
Bachelors or Associates Discipline Preferred:	No value

## Course Coding

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grading

- A-F or P/NP

Allow Students to Gain Credit by Exam/Challenge

Repeatability

0

Course Prior To College Level (CB21)

Not applicable.

Rationale For Credit By Exam/Challenge

No value

Type of Repeat

No value

Allow Students To Audit Course

Course Support Course Status (CB26)

Course is not a support course

## Associated Programs

Course is part of a program (CB24)

Associated Program	Award Type	Active
CSU General Education Pattern	Certificate of Achievement	MJC Summer 2020 to MJC Summer 2021
English for Transfer Degree	AA-T Associate of Arts for Transfer	MJC Summer 2020
General Studies: Humanities	A.A. Degree	MJC Summer 2020

Humanities	A.A. Degree	MJC Summer 2020
IGETC Pattern	Certificate of Achievement	MJC Summer 2020 to MJC Summer 2021
MJC-GE Pattern	MJC-GE Pattern	MJC Summer 2020 to MJC Summer 2021

### Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability

Transferability Status

Transferable to both UC and CSU

Approved

#### MJC General Education (MJC-GE)

##### Categories

##### Status

##### Approval Date

##### Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable.)

Area C: Humanities

(MJC-GE:C)

Approved

No value

No Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable. defined.

#### CSU General Education Breadth Pattern (CSU-GE)

##### Categories

##### Status

##### Approval Date

##### Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable.)

Area C2: Humanities

(CSU-GE:C2)

Approved

No value

No Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable. defined.

#### Intersegmental General Education Transfer Curriculum (IGETC) (for CSU and UC)

##### Categories

##### Status

##### Approval Date

##### Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable.)

Area 3B: Humanities

(IGETC: 3B)

Approved

No value

No Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable. defined.

#### C-ID: California's Course Identification Numbering System

##### Categories

##### Status

##### Approval Date

##### Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable.)

English (ENGL)

(ENGL)

Approved

No value

C-ID: ENGL 165

#### YCCD Intra-district Equivalencies

##### Categories

##### Status

##### Approval Date

##### Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable.)

Columbia College Equivalent Course

(CC)

Approved

No value

CC: ENGL 47

## Field Trips

**Field trips are required.**

Yes

No

Maybe

## Comparable Lower-Division Courses at UC/CSU v2

Courses numbered 100-299 require identification two comparable lower-division courses from CSU or UC from the current institutional catalog (not schedule). At least one course from CSU, and if requesting/maintaining UC general elective transfer, one course from UC. Please identify the CSU campus offering this course. (Term type is indicated in parentheses)

Humboldt State (SEM)

**CSU Catalog Year**

(Prior to 2020-2021)

**Provide the CSU course code (e.g., ENGL 1A) from the most current official Catalog (not schedule). Curriculum changes each year.**

ENGL 231

**CSU Course Title**

Survey of British Literature

**Does course-to-course or lower-division, "major prep" articulation with this course exist for this academic year?**

No

**Select the institution that offers the second comparable course from CSU or UC. If seeking or maintaining UC transferability, you must supply a UC campus. (Term type is indicated in parentheses)**

UC Merced (SEM)

**CSU/UC Catalog Year**

(Prior to 2020-2021)

**Provide the CSU course code (e.g., ENGL 1A) from the most current official Catalog (not schedule). Curriculum changes each year.**

ENGL 103

**CSU Course Title**

British and American Literature, 1830-1940

**Does course-to-course or lower-division, "major prep" articulation with this course exist for this academic year?**

No

**Select the institution that offers the third comparable course from CSU or UC. If seeking or maintaining UC transferability, you must supply a UC campus if not already provided above. (Term type is indicated in parentheses)**

CSU, Stanislaus (SEM)

**CSU/UC Catalog Year**

(Prior to 2020-2021)

Provide the CSU/UC course code (e.g., ENGL 1A) from the current official Catalog (not schedule). Curriculum changes each year.

ENGL 2110

**CSU Course Title**

British Literature after 1800

Does course-to-course or lower-division, "major prep" articulation with this course exist for this academic year?

No

**Units and Hours**

**Summary**

<b>Minimum Credit Units (CB07)</b>	3
<b>Maximum Credit Units (CB06)</b>	3
<b>Total Course In-Class (Contact) Hours</b>	54
<b>Total Course Out-of-Class Hours</b>	108
<b>Total Student Learning Hours</b>	162

**Credit / Non-Credit Options**

<b>Course Credit Status (CB04)</b>	<b>Course Non Credit Category (CB22)</b>	<b>Non-Credit Characteristic</b>
Credit - Degree Applicable	Credit Course.	No Value

<b>Course Classification Code (CB11)</b>	<b>Funding Agency Category (CB23)</b>	Cooperative Work Experience Education Status (CB10)
Credit Course. Variable Credit Course	Not Applicable.	

**Weekly Student Hours**

	<b>In Class</b>	<b>Out of Class</b>
Lecture Hours	3	6
Laboratory Hours	0	0
Activity Hours	0	0

**Course Student Hours**

<b>Course Duration (Weeks)</b>	18
<b>Hours per unit divisor</b>	52.5
<b>Course In-Class (Contact) Hours</b>	
Lecture	54
Laboratory	0
Activity	0
<b>Total</b>	54

**Course Out-of-Class Hours**

Lecture	108
Laboratory	0
Activity	0
<b>Total</b>	<b>108</b>

### Time Commitment Notes for Students

No value

### Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

### Prerequisites, Corequisites, and Advisories

#### Advisory

Before enrolling in this course, students are strongly advised to satisfactorily complete an MJC English composition course or the equivalent, or to exhibit proficiency in college-level essay writing skills.

### Requisite Skills

Requisite Skills	Description
Write compositions as assigned, employing sound rhetorical and organizational skills.	<b>Experience writing at a college level is an important skill that will allow a student to focus on challenging literary content rather than the basics of composition.</b>
Write clear introductions, theses, body paragraphs, and conclusions in essays.	<b>Understanding the parts of a written composition makes organization and development of a sound argument about literature possible.</b>
Use a variety of academic sentence structures.	<b>A student's ability to express himself/herself/themself is paramount in creative written communication in discussion boards, essays, and other assignments. Additionally, a student's ability to express complex ideas are made easier through knowledge of academic sentence structures.</b>

<p>Adhere to the conventions of standard edited English.</p>	<p><b>Communicating complex ideas about literature requires that a student can maintain clarity of thought, allowing the reader of those thoughts to focus on the complexity of the argument rather than the difficulty of expression.</b></p>
<p>Revise and improve essay drafts.</p>	<p><b>A student's ability to revise and improve essay drafts significantly improves his/her/their ability to build on arguments, compare cross-culturally concepts in folklore, and express cogent thoughts.</b></p>
<p>Comment on and analyze reading selections in directed class discussions.</p>	<p><b>Asking students to have college level reading skills is necessary in order for them to successfully navigate the themes, characters, and context of late eighteenth century to present British Literature</b></p>

## Specifications

### Methods of Instruction

#### Methods of Instruction (Typical)

#### INSTRUCTIONAL METHODS

#### MOI

1. Give lectures that focus on the many cultural antecedents of British literature, including the Colonial Empire, etc.
2. Facilitate close reading of literary works and critical analysis of texts
3. Play recordings or show film and video presentations
4. Guide students in examination of works from British literature, a. determining how a work reflects its time and setting, b. formulating judgments about the way a work is (or is not) typical of its writer or time, c. developing a thesis with specific, relevant evidence from literary and historical texts
5. Demonstrate writing techniques and rhetorical strategies particular to literary analysis
6. Facilitate guided peer workshops of written work
7. Possible field trips

### Assignments (Typical)

#### **Evidence of Workload for Course Units (Quantity)**

1. Students typically will be assigned
  1. Weekly reading assignments of primary literature, as well as supplementary reading in literary criticism or history
  2. Out-of-class writing assignments, which could include essays, response papers, journal writing, blogging, class projects, and preparation for oral reports
  3. Preparation for in-class essays, quizzes and exams, such as a midterm and final

#### **Evidence of Critical Thinking (Quality)**

1. The following typical out-of-class assignments demonstrate the appropriate level of critical thinking for this course:
  1. Write an analytic essay that makes an argument about one of the following topics. What does Mary Shelley's *Frankenstein* suggest or teach us about ambition? revenge? crime? justice? sympathy? education? nature? parenting? balancing work and family? domestic affection? the power of language? or the limits of science?
2. The following typical in-class assignments demonstrate the appropriate level of critical thinking for this course:
  1. The British Empire was at its height during the reign of Queen Victoria, and perhaps nothing marks the Victorian era more than British imperialism. Serving one's nation is considered a great honor, but many of the texts we've read this semester force us to pause and reflect on the darker side of this serious subject. Choose at least three texts we've studied since the midterm and discuss what they suggest about the idea of serving one's country (whether it be politically, economically, etc.).
  2. According to *The Norton Anthology* the last poet we read, Philip Larkin, "reclaimed a more direct, personal, formally regular model of poetry supposedly rooted in a native tradition of Wordsworth." This may be true, but clearly Larkin doesn't write about things like aging and death the same way Wordsworth does. Many of the Victorian and twentieth-century poets we've read this semester have addressed this uncomfortable topic in different ways. Choose at least three poets we've studied and discuss the literary developments that have occurred over time, pointing out how particular poems about aging and death exemplify shifts in literary

styles and trends.

Methods of Evaluation (Typical)

Rationale

FORMATIVE EVALUATION

1. Quizzes
2. Written analyses
3. Essays
4. Assigned papers

SUMMATIVE EVALUATION

1. Midterm exam
2. Final exam

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
Stephen Greenblatt	Norton Anthology of English Literature Vol.2 (9th Ed.)	Norton	2018	978-0-393-60309-5

Other Instructional Materials

Description

REPRESENTATIVE READINGS: Emily Bronte. Wuthering Heights. Alfred Lord Tennyson. Poems. Percy Shelley. Poems. Joseph Conrad. Heart of Darkness. An Outpost of Progress. Virginia Woolf. A Room of One's Own. Anna Letitia Barbauld. To the Poor. The Rights of Women. Elizabeth Gaskell. Mary Barton (excerpts). Rebecca West. The Return of the Soldier. Zadie Smith. The Waiter's Wife. Hanif Kureishi. My Son the Fanatic. Linton Kwesi Johnson. It Dread Inna Ingran. Ingran is a Bitch. Maria Alvi. And If.

Author

No value

Citation

No value

Online Educational Resources

**Textbook Exceptions and Supplementals**

**Title of Other Material**

No Value

**Who prepared or published this supplemental material?**

No Value

**Publish date**

No Value

Are any of the textbook editions cited on this proposal considered "Classics" (typically with a publish date more than 5 years old)?

Yes

No

Unsure

If yes, explain why this older text is used in the course. Reasons should focus on content only.

Books written more than five years ago represent classics created during the time period being studied

## Materials Fees v2

Is there a materials fee for this course?

No

Provide a cost breakdown for all items provided for a materials fee. Each item must become "tangible personal property" of student upon payment of the fee and completion of the course.

No Value

Explain how these materials are related to the Student Learning Objectives for the course.

No Value

Explain how the materials have continuing value outside the classroom.

No Value

Is the amount of the material the student receives commensurate with the fee paid AND with the amount of material necessary to achieve the Student Learning Objectives for the course AND provided as the district's actual cost?

No Value

If no is checked, explain why.

No Value

If the district is NOT the only source of these materials, explain why the students have to pay a fee to the district rather than supply the materials themselves. (Cost savings? Health/Safety? Consistency/Uniformity?)

No Value

## Learning Outcomes and Objectives

Course Objectives

Define and identify examples of major literary genres in British literature.

## Course Outline of Record Report

Identify when a given literary genre flourished.

Match the names of specific major writers to the period in which they flourished and specify works or literary genres or intellectual movements for which they are famous.

Explain the literary terms commonly used in analysis of literature.

Name the major stages in the development of the English language.

Name persons and events that have influenced the course of English language and British literature.

Name the major themes found in British literature.

Read assigned works and selections from British literature and explain 1. the meaning of older forms of English, 2. ideas and characteristics of literary form that are particular to a historical setting, 3. characteristics of literary form particular to a genre or literary conventions of a period, 4. literal meanings implied by satire, allegory, and symbolism, 5. recurrence of themes, ideas, and values of various periods in British literary history. The students' ability to identify items listed above will be demonstrated in written analyses, quizzes and exams, and directed class discussion.

Write analytically and critically about assigned readings. In their writing students will 1. explain the relationship of a given passage to a whole work, the way in which a given selection reflects the spirit or philosophy of an age, the way in which ideas or outlook of a given work parallel or differ from those of another work on the same theme, application of a general statement of literary criticism to a specific selection). 2. demonstrate competent writing skills appropriate to academic expository writing. 3. develop a thesis with specific evidence from the literary works and readings.

### CSLOs

Describe literary genres of English literature, from the late eighteenth century to the present, including their associated themes and techniques.

Expected SLO Performance: 0.0

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*ISLOs*  
GELO Demonstrate proficiency in LANGUAGE AND RATIONALITY by doing the following: Demonstrating awareness of the interactive nature of communication involving effective listening, reading, writing, and speaking; demonstrating critical thinking in the analysis and production of communication; and demonstrating the ability to find, evaluate, and use information in a variety of formats.

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*ISLOs*  
Core  
ISLOs Students will develop critical and analytical thinking abilities, cultivate creative faculties that lead to innovative ideas, and employ pragmatic problem-solving skills. Students will be able to: Analyze differences and make connections among intellectual ideas, academic bodies of knowledge and disciplinary fields of study. Develop and expand upon innovative ideas by analyzing current evidence and praxis, employing historical and cultural knowledge, engaging in theoretical inquiry, and utilizing methods of rational inference. Utilize the scientific method and solve problems using qualitative and quantitative data. Demonstrate the ability to make well-considered aesthetic judgments.

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Students will generate and develop capabilities for creative expression and effective communication. Students will be able to: Articulate ideas through written, spoken, and visual forms appropriately and effectively in relation to a given audience and social context. Utilize interpersonal and group communication skills, especially those that promote collaborative problem-solving, mutual understanding, and teamwork. Mindfully and respectfully listen to, engage with and formally respond to the ideas of others in meaningful ways. Plan, design, and produce creative forms of expression through music, speech, and the visual and performing arts.

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*English*  
ENGLISH,  
AA-T Create professional-looking written work that shows careful editing and properly document sources.

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AA-T Demonstrate an appreciation of literature by reading and analyzing works from various genres, periods, and cultures.

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Read, comprehend, and evaluate a variety of texts and various forms of media.

Write clear, organized work in a style suited for its purpose and audience.

Explain historical periods relevant to English literature from the late eighteenth century to the present.

Expected SLO Performance: 0.0

*English*  
ENGLISH,  
AA-T

Write clear, organized work in a style suited for its purpose and audience.

Create professional-looking written work that shows careful editing and properly document sources.

*ISLOs*  
GELO

Demonstrate proficiency in LANGUAGE AND RATIONALITY by doing the following: Demonstrating awareness of the interactive nature of communication involving effective listening, reading, writing, and speaking; demonstrating critical thinking in the analysis and production of communication; and demonstrating the ability to find, evaluate, and use information in a variety of formats.

*ISLOs*  
Core  
ISLOs

Students will generate and develop capabilities for creative expression and effective communication. Students will be able to: Articulate ideas through written, spoken, and visual forms appropriately and effectively in relation to a given audience and social context. Utilize interpersonal and group communication skills, especially those that promote collaborative problem-solving, mutual understanding, and teamwork. Mindfully and respectfully listen to, engage with and formally respond to the ideas of others in meaningful ways. Plan, design, and produce creative forms of expression through music, speech, and the visual and performing arts.

Students will be prepared to engage a global world while exhibiting a broad sense of diversity, cultural awareness, social responsibility and stewardship. Students will be able to: Interpret and analyze ideas of value and meaning exhibited in literature, religious practices, philosophical perspectives, art, architecture, music, language, performance and other cultural forms. Describe the historical and cultural complexities of the human condition in its global context, including the emergence and perpetuation of inequalities and the interplay of social, political, economic and physical geographies. Analyze and evaluate the value of diversity, especially by collaborating with people of different physical abilities and those with distinct linguistic, cultural, religious, lifestyle, national, and political backgrounds. Demonstrate a pragmatics of ethical principles, effective citizenship, and social responsibility through cross-cultural interactions, volunteerism, and civic engagement.

Students will develop critical and analytical thinking abilities, cultivate creative faculties that lead to innovative ideas, and employ pragmatic problem-solving skills. Students will be able to: Analyze differences and make connections among intellectual ideas, academic bodies of knowledge and disciplinary fields of study. Develop and expand upon innovative ideas by analyzing current evidence and praxis, employing historical and cultural knowledge, engaging in theoretical inquiry, and utilizing methods of rational inference. Utilize the scientific method and solve problems using qualitative and quantitative data. Demonstrate the ability to make well-considered aesthetic judgments.

Write analytically about the significance of important works of English literature from the late eighteenth century to the present.

Expected SLO Performance: 0.0

*ISLOs*  
Core  
ISLOs

Students will develop skills to effectively search for, critically evaluate, and utilize relevant information while demonstrating technological literacy. Students will be able to: Effectively access information and critically evaluate sources of information. Analyze, synthesize and apply information practically and ethically within personal, professional and academic contexts. Identify, utilize and evaluate the value of a variety of technologies relevant to academic and workplace settings.

Students will generate and develop capabilities for creative expression and effective communication. Students will be able to: Articulate ideas through written, spoken, and visual forms appropriately and effectively in relation to a given audience and social context. Utilize interpersonal and group communication skills, especially those that promote collaborative problem-solving, mutual understanding, and teamwork. Mindfully and respectfully listen to, engage with and formally respond to the ideas of others in meaningful ways. Plan, design, and produce creative forms of expression through music, speech, and the visual and performing arts.

Students will develop critical and analytical thinking abilities, cultivate creative faculties that lead to innovative ideas, and employ pragmatic problem-solving skills. Students will be able to: Analyze differences and make connections among intellectual ideas, academic bodies of knowledge and disciplinary fields of study. Develop and expand upon innovative ideas by analyzing current evidence and praxis, employing historical and cultural knowledge, engaging in theoretical inquiry, and utilizing methods of rational inference. Utilize the scientific method and solve problems using qualitative and quantitative data. Demonstrate the ability to make well-considered aesthetic judgments.

*English*  
ENGLISH,  
AA-T

Write clear, organized work in a style suited for its purpose and audience.

Create professional-looking written work that shows careful editing and properly document sources.

*ISLOs*  
GELO

Demonstrate proficiency in LANGUAGE AND RATIONALITY by doing the following: Demonstrating awareness of the interactive nature of communication involving effective listening, reading, writing, and speaking; demonstrating critical thinking in the analysis and production of communication; and demonstrating the ability to find, evaluate, and use information in a variety of formats.

## Content

### Course Content

1. Examples of typical readings dealing with later periods of British literature:
  1. The Romantic Period (1785-1830)
    1. Charlotte Smith
    2. William Blake
    3. William Wordsworth
    4. Samuel Taylor Coleridge
    5. Percy Shelley
    6. John Keats
    7. Mary Shelley
    8. Lord Byron
    9. Jane Austen
  2. The Victorian Age (1830-1901)
    1. Alfred, Lord Tennyson
    2. Matthew Arnold
    3. Christina Rossetti
    4. Robert Browning
    5. Gerard Manley Hopkins
    6. Oscar Wilde
    7. Emily Bronte
    8. Charles Dickens
  3. The Twentieth Century
    1. Joseph Conrad
    2. Rudyard Kipling
    3. Rupert Brook
    4. Siegfried Sassoon
    5. Wilfred Owen
    6. William Butler Yeats
    7. Virginia Woolf
    8. T.S. Eliot
    9. Philip Larkin
2. Technique, convention, and form of academic writing about literature

## Recommended Course Content

### Recommended Course Content

No Value

### Recommended Lab Content

No Value

## Distance Education (DE) Addendum

Is this course being proposed for Distance Education? If so, select Yes below from the list in the dropdown and complete the questions. If no, select No and skip all questions.

- Yes

Modality Type:

- Hybrid
- Online

Methods of Instruction:

- Asynchronous Discussion
- Synchronous Discussion
- Viewing and Listening to Videos
- Listening to Audio Materials
- Online Activities
- Facilitated Discussions
- Written Assignments
- Community Activities
- Reading Course Materials
- Quizzes, Exams, and Surveys
- Field Trips
- Multimedia Presentations
- Collaborative Peer/Group Activities
- On-campus Orientation Sessions (hybrid only)
- Group Meetings/Review Sessions (hybrid only)
- Guest Speakers
- Interactive Activities
- Other-Describe in box below

If Other is selected for Methods of Instruction, please describe:

Synchronous discussions checked above pertain to hybrid video-conferencing classes. "Other" has been checked to accommodate newer methods of instruction that are likely to open up as technology advances.

Describe how the methods of instruction selected above will allow students to meet the course's learning outcomes:

By discussing, collaborating, interacting, writing analytical essays, taking quizzes and exams, and making multimedia presentations, students will be able to hone their critical thinking and academic writing skills. They'll be able to create original work, analyzing the significance of important works of English literature from the late eighteenth century to the present. In-depth reading and analysis of literary genres of English literature, from the late eighteenth century to the present will help students describe associated themes and techniques and explain historical periods relevant to English literature from this time period.

Describe how the methods selected will be presented in an accessible way (Title 5 §55206). For information about accessibility standards in online classes, see the OEI Rubric, Section D (Copy this link and paste in a separate browser to visit OEI Rubric: <https://onlinenetworkofeducators.org/course-design-academy/online-course-rubric/>)

Attention will be paid to closed captioning, color contrasts, usage of heading styles and heading levels in an order, lists made with list tool, labels with textual descriptions, the reading order/sequence, links as unique texts, captions for tables, alternative texts for images, transcripts for audio, unique titles for each slide in a slide deck as well as all text available in outline view. Course design will include using accessibility checkers within the learning management system. Audio and video will not be set to auto-play.

Regular and Effective Contact (REC) Methods and Examples: Select the methods below that ensure regular effective contact (REC) will take place among students and among students and faculty (Title 5 §55204) by being initiated by the instructor, regular and frequent, and meaningful or of an academic nature. Select the methods of REC that may be used:

No Value

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REC Among students: How will students interact with each other in the course? What methods will be used? Check all that apply.

- Discussion Boards
- Q & A Discussion Boards
- Group Projects
- Peer Review
- Conferences
- Third-Party Tools (e.g. FlipGrid, VoiceThread, etc...)
- Social Media

REC Among students and faculty: How will faculty interact with students in the course? What methods will be used? Check all that apply

- Announcements
- Q & A Discussion Boards
- Assignment Feedback
- Office Hours
- Conferences
- Third-Party Tools (e.g. FlipGrid, VoiceThread, etc...)
- Discussion Boards
- The Online Course Syllabus
- Email
- Social Media
- Video Conferencing Technology (e.g. Zoom, MS Teams, etc...)

Other Methods of REC among students and among students and faculty. Please describe and provide example(s).

Other methods would be-- Students using the Canvas messaging system to contact each other. Instructors using the Canvas messaging system to reach students. Instructors using the gradebook to contact students. For example, the Canvas gradebook provides lists of students who are delayed in submitting a paper. Instructors could message students on the list and encourage them to submit.

In hybrid or teleclass courses, describe what parts of the course are done face-to-face and what parts are done online.

In hybrid version of the course

- lecture can be designed in face-to face/synchronous and asynchronous formats
- discussions can be part of the face-to face/synchronous format as well as in the asynchronous format
- quizzes and papers will be submitted online, and larger examinations can be designed for either online or face-to face/synchronous formats
- games and collaborative work can be set in an asynchronous as well as face-to-face/synchronous formats.

### Checkoff List

Does this proposal meet the five development criteria as stated in the CCCCO Program and Course Approval Handbook (PCAH)?

Yes

Are library resources needed for this course?

No library resources are needed for this course.

Do you have any special concerns/needs or comments? If yes, describe.

## Course Outline of Record Report

No Value

Have you included documentation, if necessary, by uploading file(s) in the Cover Info tab? For example, advisory committee meeting minutes, C-ID descriptor, etc.)

No documentation is necessary

If this is a new course, have you attached the completed class capacity form, with required approvals, and uploaded the file in the Cover Info tab?

No, this is not a new course

If you are requesting Distance Education, did you complete the DE addendum tab?

Yes

If requesting transferability, have you completed the comparable courses field?

Yes

Add any additional comments you want reviewers to read.

No Value