

Modesto Junior College  
**Course Outline of Record Report**  
 04/02/2021

## ENGL102 : Advanced Composition & Introduction to Literature

### General Information

|                                     |   |
|-------------------------------------|---|
| Faculty Author:                     | <ul style="list-style-type: none"> <li>• Caroline Miller</li> <li>• Gopal, Nita</li> </ul>  |
| Attachments:                        | ASSIST CAS ENGL 102.pdf<br>C-ID ENGL 120.pdf<br>ENGL 102.pdf<br>ENGL-102_SU19.pdf<br>DE Addendum.pdf  |
| Course Code (CB01) :                | ENGL102   |
| Course Title (CB02) :               | Advanced Composition & Introduction to Literature   |
| 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) :      | CCC000256802  |
| Curriculum Committee Approval Date: | 02/06/2018  |
| Board of Trustees Approval Date:    | 03/14/2018  |
| External Review Approval Date:      | 09/01/2018  |
| Course Description:                 | Advanced composition with an introduction to literary analysis of fiction, poetry, and drama. Intended primarily for university transfer students, but open to any qualified student. |
| Proposal Type:                      | Change to Content<br><br>Course update to revise CLO, prerequisite and to add hybrid as a DE option.  |
| 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.

Allow Students to Gain Credit by Exam/Challenge

### Rationale For Credit By Exam/Challenge

No value

### Course Support Course Status (CB26)

Course is not a support course

### Course Special Class Status (CB13)

Course is not a special class.

### Repeatability

0

### Type of Repeat

No value

### Grading

- A-F or P/NP

### Course Prior To College Level (CB21)

Not applicable.

Allow Students To Audit Course

## Associated Programs

Course is part of a program (CB24)

### Associated Program

No value

### Award Type

No value

### Active

## Transferability & Gen. Ed. Options

### Course General Education Status (CB25)

Y

### Transferability

Transferable to both UC and CSU

### Transferability Status

Approved

### MJC General Education (MJC-GE)

Area C: Humanities

### Categories

(MJC-GE:C)

### Status

Approved

### Approval Date

No value

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

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

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

Area C2: Humanities

### Categories

(CSU-GE:C2)

### Status

Approved

### Approval Date

No value

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

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

| <b>Intersegmental General Education Transfer Curriculum (IGETC) (for CSU and UC)</b> | <b>Categories</b> | <b>Status</b> | <b>Approval Date</b> | <b>Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable.)</b>     |
|--|-------------------|---------------|----------------------|--|
| Area 3B: Humanities  | (IGETC: 3B)       | Approved      | No value             | No Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable. defined. |

  

| <b>C-ID: California's Course Identification Numbering System</b> | <b>Categories</b> | <b>Status</b> | <b>Approval Date</b> | <b>Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable.)</b> |
|--|-------------------|---------------|----------------------|--|
| English (ENGL)   | (ENGL)            | Approved      | No value             | C-ID ENGL 120  |

  

| <b>YCCD Intra-district Equivalencies</b> | <b>Categories</b> | <b>Status</b> | <b>Approval Date</b> | <b>Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable.)</b> |
|--|-------------------|---------------|----------------------|--|
| Columbia College Equivalent Course       | (CC)              | Approved      | No value             | CC ENGL 1B   |

## Units and Hours

### Summary

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

### 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>    | <input type="checkbox"/> Cooperative Work Experience Education Status (CB10) |
| Credit Course.                                  | Not Applicable.                          |  |
| <input type="checkbox"/> Variable Credit Course |  |  |

### Weekly Student Hours

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

### 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                             | -    |
| Activity                               | -    |

|                                  |     |
|----------------------------------|-----|
| <b>Total</b>                     | 54  |
| <b>Course Out-of-Class Hours</b> |     |
| Lecture                          | 108 |
| Laboratory                       | -   |
| Activity                         | -   |
| <b>Total</b>                     | 108 |

### 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

#### Prerequisite

ENGL100 - Intensive Reading, Writing, & Reasoning

OR

#### Prerequisite

ENGL101 - Composition and Reading

OR

#### Prerequisite

ELIC100 - Intensive Reading, Writing, and Reasoning for English Language Learners

### Requisite Skills

| Requisite Skills | Description |
|------------------|-------------|
|------------------|-------------|

Demonstrate the ability to read and think critically.

- ENGL 100 - Apply critical reading skills to the analysis of expository college-level texts from diverse cultural sources and perspectives.
- ENGL 100 - Apply general critical thinking skills in analytical discourse.
- ENGL 101 - Read and think critically (e.g. distinguish supporting ideas from main ideas distinguish between student's own thoughts and thoughts of writer and draw inferences and make judgments about a writer's thoughts and attitudes).
- ELIC 100 - Apply active reading strategies to preview, comprehend, organize, annotate, interpret, evaluate, and analyze pre-collegiate un-adapted academic texts and a full-length book with special focus on the analysis of the use of rhetoric and tone to advance the author's point of view.

Demonstrate the ability to evaluate and articulate the credibility of print and online sources.

- ENGL 100 - Use scholarly sources in a legitimate way A) summarizing and paraphrasing source material B) synthesizing multiple sources C) integrating source ideas with his or her own ideas and D) avoiding plagiarism by document sources according to MLA conventions.
- ENGL 100 - Evaluate and articulate the credibility of print and online sources.
- ENGL 101 - Use scholarly sources in a legitimate way a. summarizing and paraphrasing source material b. synthesizing multiple sources c. integrating source ideas with his or her own ideas and d. avoiding plagiarism by documenting sources according to MLA conventions.
- ENGL 101 - Evaluate and articulate the credibility of print and online sources.
- ELIC 100 - Utilize a variety of methods and resources to search for outside sources including the use of a research database.
- ELIC 100 - Evaluate the credibility, relevancy, and currency of outside sources for use in written assignments.

Demonstrate the legitimate use of scholarly sources by summarizing and paraphrasing sources; synthesizing multiple sources; integrating source ideas with his or her own ideas; avoiding plagiarism by documenting sources according to MLA conventions.

- ENGL 100 - Use scholarly sources in a legitimate way A) summarizing and paraphrasing source material B) synthesizing multiple sources C) integrating source ideas with his or her own ideas and D) avoiding plagiarism by document sources according to MLA conventions.
- ENGL 101 - Use scholarly sources in a legitimate way a. summarizing and paraphrasing source material b. synthesizing multiple sources c. integrating source ideas with his or her own ideas and d. avoiding plagiarism by documenting sources according to MLA conventions.
- ELIC 100 - Integrate fluently and attribute the ideas of others through paraphrase, summary, and quotation analysis into thesis-driven papers typical of pre-collegiate and collegiate-level courses using correct MLA formatting and citation.

Write papers that demonstrate the use of expository and argumentative or persuasive forms of writing; are correctly formatted according to MLA conventions; demonstrate competent control over written language including syntax punctuation grammar and spelling; show evidence of drafting revising and editing to reflect an academic style and tone.

- ENGL 100 - Write papers that show evidence of drafting revising and editing to reflect an academic style and tone.
- ENGL 100 - Use scholarly sources in a legitimate way A) summarizing and paraphrasing source material B) synthesizing multiple sources C) integrating source ideas with his or her own ideas and D) avoiding plagiarism by document sources according to MLA conventions.
- ENGL 100 - Evaluate and articulate the credibility of print and online sources.
- ENGL 100 - Write papers that are correctly formatted according to MLA conventions.
- ENGL 101 - Write papers that demonstrate the use of expository and argumentative or persuasive forms of writing.
- ENGL 101 - Write papers that demonstrate competent control over written language including syntax punctuation grammar and spelling.
- ENGL 101 - Write papers that show evidence of drafting revising and editing to reflect an

academic style and tone.

- ENGL 101 - Use scholarly sources in a legitimate way a. summarizing and paraphrasing source material b. synthesizing multiple sources c. integrating source ideas with his or her own ideas and d. avoiding plagiarism by documenting sources according to MLA conventions.
- ENGL 101 - Evaluate and articulate the credibility of print and online sources.
- ENGL 101 - Write papers that are correctly formatted according to MLA conventions.
- ELIC 100 - Write coherent multi-draft and in-class formal multi-modal text-based essays avoiding faulty logic on abstract or ill-structured problems or topics synthesizing and analyzing multiple sources while addressing diverse perspectives.
- ELIC 100 - Use the English language correctly in academic compositions at a near-native level of proficiency by self-editing common individual errors in grammar.

## Specifications

### Methods of Instruction

#### Methods of Instruction (Typical)

#### INSTRUCTIONAL METHODS

#### MOI

1. Direct class discussion (e.g. analysis of reading selections and of challenging assignments that demand complex thought)
2. Demonstrate writing techniques for literary analysis
3. Use PowerPoint, video clips, and/or films to highlight key concepts either about writing, literature, or specific authors
4. Facilitate guided peer workshops of written work
5. Possible field trips

### Assignments (Typical)

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

1. Students are typically assigned a minimum of 8,000 words of edited formal writing. At least 6,000 of those words must be in academic papers in which a thesis is developed. Students are typically assigned between four and six papers per term, and they typically take each assigned paper through two or three drafts before turning it in for a grade.
2. weekly reading assignments of primary literature, as well as supplementary reading in literary criticism or history.
3. preparation for in-class essays, quizzes and exams, such as a midterm and final.

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

1. The following typical in-class assignments demonstrate the appropriate level of critical thinking for this course:
  1. Write a close analysis a short story or two closely related short stories. The essay should be argumentative in that it must have a clearly stated thesis up front declaring a specific way of interpreting and understanding the piece. The essay should use specific evidence from the story to convince readers that the interpretation is valid. In other words, try to answer the question, "What is the author of this piece really trying to show readers?" The essay must focus on explaining the figurative meaning of the piece, not the literal. The essay must not focus on plot summary. Explain how different aspects of the story support the thesis. As a general guide, assume that the audience for the essay read the literary work a short while ago and only needs some refresher, but not a complete retelling of the story.
2. The following typical in-class assignments demonstrate the appropriate level of critical thinking for this course:
  1. Write an explication of either Matthew Arnold's poem "Dover Beach" or Alberto Rios's poem "Nani," which are included in this exam, below. Your essay should have an introduction that explains what the poem is about in general. You should have a thesis that indicates what the author is arguing more specifically. Body paragraphs should show how specific parts of the poem support your thesis.
  2. Write an essay in which you consider the effect time has had on literary themes and styles. What does literature of the past tell us about the social attitudes people once held? How does literature of the past remain relevant today? Focus on specific examples from our course to support your answer.

|  |  |   |             |             |
|--|--|---|-------------|-------------|
| <b>Methods of Evaluation (Typical)</b> |  | <b>Rationale</b>  |             |             |
| FORMATIVE EVALUATION                   |  | <ol style="list-style-type: none"> <li>1. Participation in class discussion</li> <li>2. Quizzes</li> <li>3. Essays</li> <li>4. Mid-term exam</li> <li>5. Journal entries</li> <li>6. Presentations</li> </ol> |             |             |
| SUMMATIVE EVALUATION                   |  | <ol style="list-style-type: none"> <li>1. In-class final exam</li> </ol>  |             |             |
| <b>Equipment</b>                       |  |   |             |             |
| No Value                               |  |   |             |             |
| <b>Textbooks</b>                       |  |   |             |             |
| <b>Author</b>                          | <b>Title</b>   | <b>Publisher</b>  | <b>Date</b> | <b>ISBN</b> |
| Booth, A. and Mays, K.(eds.)           | The Norton Introduction to Literature (12th Ed.)   | W. W. Norton  | 2016        | 039392856X  |
| Meyer, M.                              | The Compact Bedford Introduction to Literature (11th Ed.)  | Bedford/St. Martin's  | 2016        | 0312469594  |
| Roberts, E.                            | Literature: An Introduction to Reading and Writing (14th Ed.)  | Pearson Prentice Hall   | 2015        |             |
| <b>Other Instructional Materials</b>   |  |   |             |             |
| <b>Description</b>                     | Representative readings include but are not limited to: Faulkner, William, "A Rose for Emily"; Poe, Edgar Allan, "The Tell-Tale Heart"; Porter, Katherine Anne "The Jilting of Annie Weatherall"; Walker, Alice "Everyday Use"; Marlowe, Christopher "Doctor Faustus"; Oscar Wilde, "The Importance of Being Earnest"; Ives, David, "Soap Opera"; Frost, Robert "Fire and Ice"; Espailat, Rhina, "Bilingual/Bilingüe"; Eliot, T. S., "The Winter Evening Settles Down"; Bishop, Elizabeth "The Fish"; Toomer, Jean "Reapers" |   |             |             |
| <b>Author</b>                          | No value   |   |             |             |
| <b>Citation</b>                        | No value   |   |             |             |
| <b>Online Educational Resources</b>    |  |   |             |             |

## Learning Outcomes and Objectives

### Course Objectives

Analyze plays, poetry, and fiction in ways that demonstrate a critical understanding of the cultural, historical, and aesthetic qualities of literature.

Apply close reading skills to a variety of literary works.

Identify key elements of major genres and common literary terms and apply them to analysis of texts.

Summarize and paraphrase secondary sources and explain their relevance to assigned literary works.

Write literary analyses using quote analysis and persuasive forms of writing, correct MLA formatting and documentation style, mastery over written language, including syntax, punctuation, grammar, and spelling, and show evidence of drafting, revising, and editing to reflect an academic style and tone.

### CSLOs

**Apply close reading skills to their analysis of fiction, poetry, and plays.**

Expected SLO Performance: 0.0

|                      |  |
|----------------------|--|
| <i>ISLOs</i><br>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. |
|----------------------|--|

|  |  |
|--|--|
| <i>Spanish</i><br>UNIVERSITY<br>PREPARATION,<br>EMPHASIS IN<br>LANGUAGE STUDIES,<br>AA | Read critically, interpret analytically, and write coherently in at least two languages. |
|--|--|

|                            |   |
|----------------------------|---|
| <i>ISLOs</i><br>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. |
|----------------------------|---|

|                                 |   |
|---------------------------------|---|
| <i>English</i><br>ENGLISH, AA-T | Read, comprehend, and evaluate a variety of texts and various forms of media.<br><br>Demonstrate an appreciation of literature by reading and analyzing works from various genres, periods, and cultures. |
|---------------------------------|---|

**Discuss and debate literary works using critical thinking skills gained in class.**

Expected SLO Performance: 0.0

|                                    |  |
|------------------------------------|--|
| <p><i>ISLOs</i><br/>Core ISLOs</p> | <p>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.</p> <hr/> <p>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.</p> <hr/> <p>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.</p> <hr/> <p>Students will develop skills that aid in lifelong personal growth and success in the workplace. Students will be able to: Identify and assess individual values, knowledge, skills, and abilities in order to set and achieve lifelong personal, educational, and professional goals. Practice decision-making that builds self-awareness, fosters self-reliance, and nourishes physical, mental, and social health. Apply skills of cooperation, collaboration, negotiation, and group decision-making. Exhibit quality judgment, dependability, and accountability while maintaining flexibility in an ever-changing world.</p> |
|------------------------------------|--|

|                              |   |
|------------------------------|---|
| <p><i>ISLOs</i><br/>GELO</p> | <p>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.</p> |
|------------------------------|---|

|  |   |
|--|---|
| <p><i>Spanish</i><br/>UNIVERSITY<br/>PREPARATION,<br/>EMPHASIS IN<br/>LANGUAGE STUDIES,<br/>AA</p> | <p>Read critically, interpret analytically, and write coherently in at least two languages.</p> |
|--|---|

|   |  |
|---|--|
| <p><i>English</i><br/>ENGLISH, AA-T</p> | <p>Read, comprehend, and evaluate a variety of texts and various forms of media.</p> <hr/> <p>Demonstrate an appreciation of literature by reading and analyzing works from various genres, periods, and cultures.</p> |
|---|--|

**Summarize and paraphrase secondary sources and explain their relevance to assigned literary works;**

Expected SLO Performance: 0.0

|   |  |
|---|--|
| <p><i>English</i><br/>ENGLISH, AA-T</p> | <p>Create professional-looking written work that shows careful editing and properly document sources.</p> <hr/> <p>Demonstrate an appreciation of literature by reading and analyzing works from various genres, periods, and cultures.</p> <hr/> <p>Write clear, organized work in a style suited for its purpose and audience.</p> |
|---|--|

|                              |   |
|------------------------------|---|
| <p><i>ISLOs</i><br/>GELO</p> | <p>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.</p> |
|------------------------------|---|

*Spanish*  
UNIVERSITY  
PREPARATION,  
EMPHASIS IN  
LANGUAGE STUDIES,  
AA

Read critically, interpret analytically, and write coherently in at least two languages.

*ISLOs*  
Core ISLOs

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 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.

**Write essays that demonstrate the use of quote analysis and persuasive forms of writing, correct MLA formatting and documentation style, mastery over written language--including syntax, punctuation, grammar, spelling--and show evidence of drafting, revising, and editing to reflect an academic style and tone.**

Expected SLO Performance: 0.0

*English*  
ENGLISH,  
AA-T

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

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

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

*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 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.

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.

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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.

**Reference primary and secondary works in literary analyses in ways that demonstrate an understanding of literature as craft and as a window onto history, society, humanity, and self.** Expected SLO Performance: 0.0

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

ENGLISH,

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

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

*ISLOs* 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.

GELO

*ISLOs* Students will develop skills to effectively search for, critically evaluate, and utilize relevant information while demonstrating technological literacy.

Core ISLOs

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.

## Content

### Course Content

#### 1. Literature

1. Identifying literary terms common to various literary genres, such as
  1. theme
  2. metaphor
  3. symbolism
  4. irony
2. Identifying key elements and critical reading strategies for each of three literary genres:
  1. poetry
  2. drama (two or more plays, at least one play by Shakespeare)
  3. prose fiction such as
    1. short story
    2. novella
    3. novel
3. Identifying important historical elements of specific works, such as
  1. social, political, and cultural aspects of the time in which the work was written
  2. biographical information about the author
  3. philosophical ideas contemporary with the work
4. Identifying chief tenets and characteristics of some major orientations to literary criticism and literary study, such as
  1. New criticism
  2. Psychoanalytic criticism
  3. Marxist criticism
  4. New Historical criticism
  5. Biographical criticism

#### 2. Writing

1. Review of principles of academic expository writing, specifically as they relate to writing about literature, such as
  1. unity

2. organization
  3. coherence
  4. sufficiency of development
  5. logic of argument
  6. style, grammar, and mechanics, as needed
2. Using specific references and quotations from primary sources as evidence in writing about literature
  3. Using specific references and quotations from secondary sources when writing about literature
  4. Using life experience or observation when writing about literature

## 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. In-depth reading and analysis will help students understand and evaluate humanity and the self through Literature.

**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

**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 CCCC 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.

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 by uploading 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