KERN COMMUNITY COLLEGE DISTRICT – CERRO COSO COLLEGE

ENGL C101 COURSE OUTLINE OF RECORD

1. **DISCIPLINE AND COURSE NUMBER:** ENGL C101

2. **COURSE TITLE:** Freshman Composition

3. **SHORT BANWEB TITLE:**

4. **COURSE AUTHOR:** Davis, Clifford M.

5. **COURSE SEATS:** -

6. **COURSE TERMS:**

7. **CROSS-LISTED COURSES:**

8. **PROPOSAL TYPE:** CC Course Revision

9. **START TERM:** 30 = Spring, 2014

10. **C-ID:** ENGL 100

11. **CATALOG COURSE DESCRIPTION:** In this composition course for transfer to four-year institutions, students write expository and argumentative essays that respond to a variety of rhetorical situations and incorporate university-level research. The course emphasizes critical reading, effective use of language, and analysis of university-level concepts presented in outside sources. Students write four to five expository essays including a lengthy research paper (total: 7,000 words).

12. **GRADING METHOD**

    Default: S = Standard Letter Grade

    Optional: A = Audit;P = Pass/No Pass

13. **TOTAL UNITS:** 4

14. **INSTRUCTIONAL METHODS / UNITS & HOURS:**

Method	Min Units	Min Hours
Lecture	4	72
Lab	0	0
Activity	0	0
Open Entry/Open Exit	0	0
Volunteer Work Experience	0	0
Paid Work Experience	0	0
Non Standard	0	0

Non-Standard Hours Justification:

15. **REPEATABILITY**

    Type: Non-Repeatable Credit

16. **MATERIALS FEE:** No

17. **CREDIT BY EXAM:** No

18. **CORE MISSION APPLICABILITY:** UC Transfer;Associate Degree Applicable (AA/AS);Certificate of Achievement (COA);CSU Transfer

19. **STAND-ALONE:** No

20. **PROGRAM APPLICABILITY**

    Required: Human Services AS (AS Degree Program)
    Human Services AS (AS Degree Program)
    Human Services Worker Cert (Certificate of Achievement)
    Human Services Worker Cert (Certificate of Achievement)

    Restricted Elective:

Elective: General Education ()

21. **GENERAL EDUCATION APPLICABILITY**

    Local: CC GE Area IV: Language and Rationality = English Composition;

    IGETC: IGETC Area 1: English Communication = 1A: English Composition;

    CSU: CSU GE Area A: Communication in the English Language and Critical Thinking = A2 - Written Communication;

    UC Transfer Course:

    CSU Transfer Course:

22. **STUDENT LEARNING OUTCOMES Upon completion of the course, the student will be able to**

1. Read, analyze, and evaluate a variety of university-level texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.

2. Apply a variety of rhetorical strategies in writing unified, well-organized academic essays with arguable theses and persuasive support, using complex ideas presented in university-level sources.

3. Develop varied and flexible strategies for generating, drafting, and revising essays.

4. Evaluate the style of one's own writing and the writing of others and self-correct for greater clarity and directness.

5. Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development, and coherence.

6. Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.

7. Find, evaluate, analyze, interpret, and see the relations among primary and secondary sources, incorporating them into written essays using accurate MLA documentation and formatting.

8. Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

23. **REQUISITES**

    Prerequisite:
    ENGL C070
    Content Review
    In English 101, students are expected to analyze college-level reading material, write clearly structured text-based essays which require finding, evaluating, organizing, and effectively integrating college-level source material, and employ MLA formatting and documentation, all skills taught in English 70: Introductory Composition.

24. **DETAILED TOPICAL OUTLINE:**
    Lecture:

        A. Read, analyze, and evaluate a variety of university-level texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.

            1. Understand how to read, analyze, and evaluate texts

                a. Read texts to understand the author's purpose, intended audience, and tone

                b. Underline, annotate, and outline texts to distinguish between an author's main idea, major supporting details, and minor supporting details

                c. Paraphrase and summarize to clarify texts

                d. Analyze an author's argument and stylistic presentation

                e. Interpret and evaluate texts

                f. Draw inferences and ask questions

g. Synthesize the information and ideas with other readings

2. Understand academic sources

a. Understand that language in academic sources is more highly specialized and generally dense

b. Understand that academic sources often require inferring prior knowledge

c. Understand that academic sources are developed in a variety of modes

B. Apply a variety of rhetorical strategies in writing unified, well-organized academic essays with arguable theses and persuasive support, using complex ideas presented in university-level sources.

1. Use sound essay structure appropriate for university-level writing

2. Create paragraph topics for development and logical method of organization appropriate for university-level writing

3. Develop sound thesis statements that make specific and interesting claim

4. Employ and combine a variety of modes as appropriate to the writer's purpose:

a. Summarize texts—present the key ideas of another in a balanced and readable way

b. Argue—make a case for or against sources

c. Explain and illustrate—provide information and examples

d. Define—present extended definition of a word or concept

e. Analyze—break the subject down into parts/ideas, organizing by these parts/ideas, and explaining these parts/ideas

f. Synthesize—bring together multiple sources to discuss a similar idea, organizing by ideas rather than by sources

g. Critique or evaluate—discuss strengths and weaknesses

h. Compare or contrast—highlight significant similarities or differences to explain a point or support a conclusion

i. Classify—break a large subject into smaller categories

C. Develop varied and flexible strategies for generating, drafting, and revising essays.

1. Understand the writing prompt

2. Brainstorm, chart, freewrite, or do other invention strategies

3. Develop a working thesis

4. Work from an outline to plan essays

5. Revise based on reader's needs for clarity, accuracy, and development

6. Edit for tone, readability, and correctness

D. Evaluate the style of one's own writing and the writing of others and self-correct for greater clarity and directness.

1. Use clear and direct expression at the sentence level

    a. Use strong subjects and verbs

    b. Write concisely, eliminating buzzwords and long-winded phrases

    c. Use words with precision, avoiding the needless use of the passive voice

    d. Organize ideas: from simple to complex, from most familiar to least, from safe to challenging and new ideas

2. Use clear and direct expression at the paragraph level appropriate for university-level writing

    a. Maintain paragraph unity

    b. Create paragraph coherence

        i. Write effective topic sentences that introduce the paragraph's main focus and support the paper's thesis

        ii. Use subtopic sentences to cue readers

        iii. Use transitions to indicate relationships between ideas

        iv. Use cohesive devices: pronoun references, word repetition, sentence-structure repetition

    c. Create good paragraph development

        i. Support claims with ample and varied evidence

        ii. Write explanations

        iii. Provide context

E. Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development, and coherence.

    1. Understand the writing prompt

    2. Use time carefully to prewrite, write, and proofread the essay

    3. Create a thesis statement

    4. Write fast outline that organizes ideas supporting the essay's purpose

    5. Write clear topic sentences

    6. Develop paragraphs and use evidence to support claims

    7. Proofread and edit quickly

F. Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.

    1. Integrate sources

        a. Provide context

        b. Avoid dropped quotations

        c. Punctuate around quotations

        d. Use multiple sources within a single paragraph

e. Use boundary markers

f. Use ellipses and brackets in quotations

2. Write and cite paraphrases of university-level sources

3. Write and cite summaries of university-level sources

4. Write and cite quotations of university-level sources

5. Decide when to paraphrase or quote

6. Blend quotation and paraphrase

G. Find, evaluate, interpret, analyze, and see the relations among primary and secondary sources, incorporating them into written essays using accurate MLA documentation and formatting.

1. Find academic, scholarly sources

a. Use library's catalog to find university-level books and reference materials

b. Use library's databases to find university-level articles in scholarly journals

c. Search websites appropriately to find university-level web sources

2. Evaluate and interpret sources

a. Evaluate periodicals for reliability

b. Evaluate books for reliability

c. Evaluate web sources for reliability

d. Evaluate sources for relevance

3. Analyze and see relations among academic sources

a. Look for common ideas or other patterns in the reading materials

b. Distinguish words and identifying terms

c. Create classification schemes appropriate to the material

4. Use complete and accurate MLA style

a. Avoid plagiarism

b. Understand when to document sources and when not to

c. Write parenthetical citations

d. Write works cited entries

e. Format papers according to MLA requirements, including page numbers, one-inch margins, double spacing, indentations, etc.

H. Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

1. Use correct grammar

a. Avoid sentence-boundary errors: comma splices, run-on sentences, and sentence fragments

b. Maintain parallelism

       c. Avoid pronoun errors and mixed construction

       d. Use effective coordination and subordination

   2. Use correct punctuation

       a. Use punctuation correctly within sentences to create sophisticated yet clear sentences: commas, apostrophes, dashes, hyphens, colons, and semicolons

       b. Use correct punctuation around and within quotations: quotations marks, slashes, brackets, ellipses, commas, and colons

25. **METHODS OF INSTRUCTION--Course instructional methods may include but are not limited to**

   1. Discussion;

   2. Group Work;

   3. Guest Lecturers;

   4. In-class writing;

   5. Lecture;

   6. Library;

   7. Outside reading;

   8. Peer analysis, critique & feedback;

   9. Written work;

26. **OUT OF CLASS ASSIGNMENTS: Out of class assignments may include but are not limited to**
   A. Answering reading questions.
   B. Reading essays.
   C. Diagramming arguments.
   D. Finding, reading, and evaluating secondary sources.
   E. Planning, drafting, and revising of papers.
   F. Completing other out-of-class work.

27. **METHODS OF EVALUATION: Assessment of student performance may include but is not limited to**
Assessment of student performance may include but is not limited to

A. several 1250-1500 word text-based essays demonstrating the student's ability to work in different modes, apply features of a documentation style, analyze and synthesize university-level reading, self-edit for eliminating major and minor grammatical errors and for stylistic clarity and directness.

• Example: Write a persuasive paper of 1250-1500 words in which you define "fairy tale" and then argue in what ways Homer's Odyssey qualifies as a fairy tale.

B. one research essay of at least 2000 words demonstrating the student's ability to identify and evaluate useful sources, employ the complete documentation system, and use all the skills demonstrated in the shorter essays.

• Example: Write a 2000-2500 research paper, using at least eight sources, in which you discuss how and why fairy tales have changed over the last few hundred years up to the present day.

C. in-class writing assignments.

D. quizzes on the university-level readings, testing comprehension and understanding of structure, purpose, audience, and relation of ideas to other texts.

• Example: Find three examples of irony in the first ten pages of Oedipus the King.

E. take-home reading responses on readings as homework.

28. **TEXTS, READINGS, AND MATERIALS: Instructional materials may include but are not limited to**

Textbooks
Axelrod, R. B., & Cooper, C.R. . (2013) The St. Martin's Guide to Writing , 10th, Bedford/St. Martin's
Jacobs, L. . (2013) A World of Ideas: Essential Readings for College Writers , 9th, Bedford/St. Martin's
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Spatt, B. . (2011) Writing from Sources , 8th, Bedford/St. Martin's
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Behrens, L., Rosen, L., Beedles, B. . (2012) A Sequence for Academic Writing , 5th, Longman.
-
Berens, L., Rosen, L.. (2012) Writing and Reading Across the Curriculum, 12th, Longman

Manuals

Periodicals

Software

Other

29. **METHOD OF DELIVERY:** Online (purely online no face-to-face contact) ;iTV – Interactive video = Face to face course with significant required activities in a distance modality ;Online with some required face-to-face meetings ("Hybrid");Face to face;

30. **MINIMUM QUALIFICATIONS:** English (Masters Required);

31. **APPROVALS:**

Origination Date 10/05/2013

Last Outline Revision 09/01/2008

Curriculum Committee Approval 11/15/2013

Board of Trustees 12/19/2013

State Approval 03/06/2014

UC Approval 50 = Summer 2000 **UC Approval Status** Approved

CSU Approval 50 = Summer 2000 **CSU Approval Status** Approved

IGETC Approval 50 = Summer 2000 **IGETC Approval Status** Approved

CSU GE Approval 50 = Summer 2000 **CSU GE Approval Status** Approved

Data Element Changes

Data Justification English 101 is due for revision in a number of areas, including the student-learning outcomes, detailed topical outline, textbook suggestions, and methods of delivery. The content areas have been updated to more closely align with CID descriptors for English courses.

Course Element Changes Change/Update Course Outline
Add/Update course content

Course Change Justification

Course ID (CB00) CCC000209431

TOP Code (CB03) 1501.00 - English;

Course Credit Status (CB04) D - Credit - Degree Applicable;

Course Transfer Status (CB05) A = Transferable to both UC and CSU

Course Units of Credit Maximum High (CB06): 4

Course Units of Credit Minimum Low (CB07): 4

Course Basic Skills (BS) Status (CB08): N = Course is not a basic skills course.

SAM Code (CB09): E = Non-Occupational;

Cooperative Education Course Status (CB10): Not part of Coop Work Exp;

Course Classification Code (CB11): Not Applicable, Credit Course;

Course Special Status (CB13): N - Not Special;

CAN Code (CB14):

CAN-Code Seq (CB15):

Course Prior to College Level (CB21): Not Applicable;

Course Non-Credit Category (CB22): Not Applicable, Credit Course;

Funding Agency Category (CB23): Not Applicable

Course Program Status (CB24): 1 - Program Applicable;

KERN COMMUNITY COLLEGE DISTRICT – CERRO COSO COLLEGE

ENGL C102 COURSE OUTLINE OF RECORD

1. **DISCIPLINE AND COURSE NUMBER:** ENGL C102

2. **COURSE TITLE:** Critical Thinking Through Literature

3. **SHORT BANWEB TITLE:** Critical Thinking Through Literature

4. **COURSE AUTHOR:** Davis, Clifford M.

5. **COURSE SEATS:** -

6. **COURSE TERMS:** 70 = Fall; 30 = Spring; 50 = Summer

7. **CROSS-LISTED COURSES:**

8. **PROPOSAL TYPE:** CC Course Revision

9. **START TERM:** 30 = Spring, 2014

10. **C-ID:** ENGL 110

11. **CATALOG COURSE DESCRIPTION:** In this composition course for transfer to four-year institutions, students develop composition, analytical, and critical reasoning skills through study of literary works (fiction, poetry, drama, and essay). The course emphasizes critical analysis, principles of logic, use of research, and presentation of carefully-reasoned written arguments while developing students' close reading skills and promoting an appreciation for the aesthetic qualities of literature. Students write four to five expository essays demonstrating sophisticated application of critical thinking skills to literature (total: 8,000 words).

12. **GRADING METHOD**

> **Default:** S = Standard Letter Grade
>
> **Optional:** A = Audit;P = Pass/No Pass

13. **TOTAL UNITS:** 4

14. **INSTRUCTIONAL METHODS / UNITS & HOURS:**

Method	Min Units	Min Hours
Lecture	4	72
Lab	0	0
Activity	0	0
Open Entry/Open Exit	0	0
Volunteer Work Experience	0	0
Paid Work Experience	0	0
Non Standard	0	0

Non-Standard Hours Justification:

15. **REPEATABILITY**

> **Type:** Non-Repeatable Credit

16. **MATERIALS FEE:** No

17. **CREDIT BY EXAM:** No

18. **CORE MISSION APPLICABILITY:** UC Transfer;Associate Degree Applicable (AA/AS);CSU Transfer

19. **STAND-ALONE:** No

20. **PROGRAM APPLICABILITY**

> **Required:** Associate in Arts in English for Transfer (AA Degree Program)
>
> **Restricted Elective:**

Elective: General Education ()
Liberal Arts: Arts & Humanities (AA Degree Program)

21. **GENERAL EDUCATION APPLICABILITY**

  Local: CC GE Area III: Humanities = Literature;
  CC GE Area IV: Language and Rationality = Analytical Thinking;

  IGETC: IGETC Area 1: English Communication = 1B: Critical Thinking-English Composition;
  IGETC Area 3: Arts and Humanities = 3B: Humanities;

  CSU: CSU GE Area A: Communication in the English Language and Critical Thinking = A3 - Critical Thinking;

  UC Transfer Course:

  CSU Transfer Course:

22. **STUDENT LEARNING OUTCOMES Upon completion of the course, the student will be able to**

1. Critically read, analyze, compare, and evaluate complex literary texts.

2. Demonstrate understanding of fallacies in language and thought.

3. Identify a text's premises and assumptions in various social, historical, cultural, psychological, or aesthetic contexts.

4. Analyze and employ logical and structural methods such as inductive and deductive reasoning, cause and effect, and logos, ethos, and pathos.

5. Compose thesis-driven arguments to suit a variety of rhetorical situations, including interpretation, evaluation, and analysis, supporting them with a variety of appropriate textual evidence and examples and demonstrating appropriate academic discourse and the conventions of literary analysis.

6. Find, analyze, interpret, and evaluate primary and secondary sources, incorporating them into written work using appropriate documentation format without plagiarism.

7. Use style, diction, and tone appropriate to the academic community and the purpose of the specific writing task; proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

8. Identify key elements of major genres in order to analyze and interpret texts.

9. Define common literary terms and apply these to analysis of specific texts.

23. **REQUISITES**

  Prerequisite:
  ENGL C101
  Content Review
  Students must be able to write clearly structured academic essays on complex ideas presented in university-level sources, such as academic articles about literature, philosophy, and culture, as well as challenging and complicated literary texts by, for example, Homer, Aeschylus, Shakespeare, John Stuart Mill, Herman Melville, Friedrich Nietzsche, Joseph Conrad, and Anthony Burgess. They also must be able to explain, analyze, and synthesize ideas in university-level reading materials.

  Additionally, students must learn to distinguish among facts, premises, inferences, judgments, implications, and fallacious reasoning in academic articles and challenging literary texts, as well as use sound reasoning and relevant supporting details in their own written arguments.

24. **DETAILED TOPICAL OUTLINE:**
  Lecture:
  I.   Literary Analysis

    A.   Critically read, analyze, compare, and evaluate complex literary texts.
      1.   Active reading strategies
        a.   Inferences from patterns, themes, structure, context, and genre
        b.   Annotating
        c.   Close reading
        d.   Responding to literature

2. Interpreting literature
3. Evaluating literature
4. Distinguishing between facts, opinions, underlying assumptions, and premises

B. Define common literary terms and identify key elements of major genres in order to analyze and interpret texts.
   1. Genre and subgenre
   2. Fiction
      a. Novel and short story
      b. Interpreting fiction
      c. Elements of fiction
         1. Plot and structure
         2. Point of view
         3. Character
         4. Setting
         5. Imagery
         6. Theme
         7. Style and language
         8. Symbol, figurative language, and irony
         9. Tone
   3. Poetry
      a. Interpreting poetry
      b. Elements of poetry
         1. Voice: speaker and tone
         2. Diction and syntax
         3. Imagery
         4. Theme
         5. Figures of speech: simile and metaphor
         6. Symbolism and allegory
         7. Sound: rhyme, alliteration, and assonance,
         8. Rhythm and meter
   4. Drama
      a. Interpreting drama
      b. Elements of drama
         1. Plot
         2. Character
         3. Dialogue
         4. Subtext
         5. Theme
         6. Staging
         7. Symbolism and irony
   5. Critical approaches to literature, such as, but not limited to
      a. Psychoanalytic criticism
      b. Marxist criticism
      c. Reader-response criticism
      d. Structuralism
      e. Deconstruction
      f. Feminist criticism

II. Reasoning

C. Demonstrate understanding of fallacies in language and thought.
   1. Identifying major fallacies
      a. Appeal to authority
      b. Appeal to fear

        c. Appeal to pity
        d. Begging the question
        e. Double standard
        f. Equivocation
        g. False analogy
        h. False cause
        i. False dilemma
        j. Hasty generalization
        k. Personal attack
        l. Poisoning the well
        m. Red herring
        n. Slippery slope
        o. Straw man

D. Identify a text's premises and assumptions in various social, historical, cultural, psychological, or aesthetic contexts.
1. Identifying premises and underlying assumptions
2. Recognizing a variety of contexts
3. Developing a critical perspective

E. Analyze and employ logical and structural methods such as inductive and deductive reasoning, cause and effect, and logos, ethos, and pathos.
1. Deductive and inductive reasoning
2. Modes of persuasion: logos, ethos, and pathos

III. Writing

F. Compose thesis-driven arguments to suit a variety of rhetorical situations, including interpretation, evaluation, and analysis, supporting them with a variety of appropriate textual evidence and examples and demonstrating appropriate academic discourse and the conventions of literary analysis.
1. Writing about literature
2. Elements and structure of the essay
3. Thesis statements
4. Argument
5. Interpretation
6. Evaluation
7. Analysis
8. Textual evidence to support interpretations, conclusions, and judgments

G. Find, analyze, interpret, and evaluate primary and secondary sources, incorporating them into written work using appropriate documentation format without plagiarism.
1. Finding and evaluating primary and academic secondary sources
2. Integrating sources
3. Responding to the ideas of others
4. Documenting sources in MLA style and format

H. Use style, diction, and tone appropriate to the academic community and the purpose of the specific writing task; proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.
1. Proofreading for errors in grammar, usage, and punctuation
2. Revision for tone, clarity, and effectiveness
3. Style

a. Emphasizing ideas with parallelism
b. Using concrete subjects and active verbs
c. Eliminating wordiness
4. Using appropriate diction and tone for academic writing

25. **METHODS OF INSTRUCTION--Course instructional methods may include but are not limited to**

    1. Discussion;

    2. In-class writing;

    3. Lecture;

    4. Outside reading;

    5. Peer analysis, critique & feedback;

    6. Presentations (by students);

    7. Written work;

26. **OUT OF CLASS ASSIGNMENTS: Out of class assignments may include but are not limited to**
    A. Reading fiction, drama, and poetry.
    B. Answering reading questions.
    C. Reading essays.
    D. Diagramming arguments.
    E. Studying logical fallacies.
    F. Completing other critical thinking exercises.
    G. Doing research.
    H. Finding, reading, and evaluating secondary sources.
    I. Planning, drafting, and revising of papers.
    J. Completing other out-of-class work.

27. **METHODS OF EVALUATION: Assessment of student performance may include but is not limited to**
    A. several expository and argumentative essays of 1250-1500 words demonstrating the student's ability to write complete arguments with claims (thesis or hypothesis), evidence (details from the work of literature), warrants (reasoning to show how the evidence validates the claim) and, if necessary, rebuttal (counter-evidence). Students must draft and revise essays; drafts may be graded and/or peer review required.

    • Example: Construct a deductive argument examining whether Denis Johnson's "Emergency" can be labeled a short story based on Poe's definition of the short story in his review of Twice-Told Tales.
    • Example: Argue inductively by drawing conclusions about the central concerns of Hawthorne's work by analyzing the themes and images of Young Goodman Brown, the Minister's Black Veil, and The Scarlet Letter.

    B. one research paper on an important work or author showing the student's ability to analyze critically, sustain an argument for no fewer than 2500 words, and evaluate and synthesize secondary sources documented according to current MLA style.

    • Example: Contrast the arguments of J. H. Hexter and R.W. Chambers in their critical essays of Sir Thomas More's Utopia.

    C. quizzes and/or exams on critical thinking, knowledge of literary terms, reading comprehension, and interpretive/analytical skills.

    • Example: Examine the role of the narrator in Joseph Conrad's Heart of Darkness.

    D. reading responses, as in-class or take-home exercises

28. **TEXTS, READINGS, AND MATERIALS: Instructional materials may include but are not limited to**

Textbooks
Arp, T. A. & Johnson, G . (2011) Perrine's Literature: Structure, Sound, and Sense , 11th, HBJ
Gillespie, S., et al. (Eds.). (2011) Literature Across Cultures , 5th, Allyn and Bacon
Meyer, M. (2010) The Bedford Introduction to Literature , 9th, Bedford/St. Martin's
Chaffee, J. (2011) Thinking Critically , 10th, Houghton-Mifflin
Rottenberg, A. T. & Winchell, D. H. (2012) Elements of Argument , 10th, Bedford/St. Martin's
Yagelski, R. P. & Miller, R. K . (2011) The Informed Argument , 8th, HBJ
-
Booth, A., et al (Eds.). (2010) The Norton Introduction to Literature , 10th, Norton
-
Crusius, T. W. & Channell, C. E. (2010) The Aims of Argument , 7th, Mayfield
-
Schilb, J., and Clifford, J. (2014) Arguing about Literature: A Guide and Reader , 1st, Bedford/St. Martin's
Schilb, J., and Clifford, J.. (2012) Making Literature Matter: An Anthology for Readers and Writers, 5th, Bedford/St. Martin's
Cooper, S., and Patton, Rosemary. (2011) Writing Logically, Thinking Critically, 7th, Longman

Manuals

Periodicals

Software

Other

29. **METHOD OF DELIVERY:**   Online with some required face-to-face meetings ("Hybrid");Online (purely online no face-to-face contact) ;iTV – Interactive video = Face to face course with significant required activities in a distance modality ;Face to face;

30. **MINIMUM QUALIFICATIONS:** English (Masters Required);

31. <u>**APPROVALS:**</u>

Origination Date 10/06/2013

Last Outline Revision   02/22/2013

Curriculum Committee Approval   11/15/2013

Board of Trustees   12/19/2013

State Approval   04/16/2014

UC Approval 50 = Summer 2000 **UC Approval Status** Approved

CSU Approval 50 = Summer 2000 **CSU Approval Status** Approved

IGETC Approval 50 = Summer 2000 **IGETC Approval Status** Approved

CSU GE Approval 50 = Summer 2000 **CSU GE Approval Status** Approved

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Data Element Changes

Data Justification

Course Element Changes Change in units
Change/Update Course Outline
Add/Update course content

Course Change Justification English C102 is due for revision in a number of areas, including the student-learning outcomes, detailed topical outline, textbook suggestions, and methods of delivery. In addition, in order to specifically align with C-ID requirements for Option 2 for the AA-T in English, ENGL 102 now has to include both a critical thinking and composition component and a literature component, making the class a combination of our old ENGL C102 and English C111: Introduction to Literature. That is why the unit value of the class needs to be increased from 3 to 4 units.

Course ID (CB00) CCC000554701

TOP Code (CB03) 1503.00 - Comparative Literature;

Course Credit Status (CB04) D - Credit - Degree Applicable;

Course Transfer Status (CB05) A = Transferable to both UC and CSU

Course Units of Credit Maximum High (CB06): 4

Course Units of Credit Minimum Low (CB07): 4

Course Basic Skills (BS) Status (CB08): N = Course is not a basic skills course.

SAM Code (CB09): E = Non-Occupational;

Cooperative Education Course Status (CB10): Not part of Coop Work Exp;

Course Classification Code (CB11): Not Applicable, Credit Course;

Course Special Status (CB13): N - Not Special;

CAN Code (CB14):

CAN-Code Seq (CB15):

Course Prior to College Level (CB21): Not Applicable;

Course Non-Credit Category (CB22): Not Applicable, Credit Course;

Funding Agency Category (CB23): Not Applicable

Course Program Status (CB24): 1 - Program Applicable;