De Anza College

Change Report

06/05/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status

Section	Changed field
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Comments	Stage 3: DEI
Stand-Alone Statement	Stand-Alone Statement
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.
Stand-Alone Statement	Stand-Alone Statement

Section	Changed field
UC Transferable and/or Lower-Division Major Requirement	Will the course be UC transferable?
UC Transferable and/or Lower-Division Major Requirement	Will the course fulfill a UC/CSU lower-division major requirement?

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• eLumenData, eLumenData	• Mike Appio
	Course ID (CB01A and CB01B)	DMTD107.	DMTD107.
	Course Control Number	CCC000544386	CCC000544386
	Course Title (CB02)	CAD Technology Laboratory Creo Parametric (Surfaces)	CAD Technology Laboratory Creo Parametric (Surfaces)
	Short Course Title	CAD TECH LAB CREO PARA (SURF)	CAD TECH LAB CREO PARA (SURF)
	TOP Code (CB03)	0953.00	0953.00 Drafting Technology
	CIP Code	Drafting and Design Technology/Technician, General	15.1301 Drafting and Design Technology/Technician, General
	Department	DMT - Design and Mfg. Tech.	DMT - Design and Mfg. Tech.
❗	**Effective Term**	Fall 2021	Fall ~~2021~~ 2027
	SAM Priority Code (CB09)	C - Clearly Occupational	C - Clearly Occupational

Changed	Field	Current Version	Proposed Version
❗	**Course Description**	Self-paced projects and computer based training on Creo software. Instruction is in the use of CAD technology using projects from other Creo courses. Learning assistance is provided in a designated De Anza center by an approved De Anza instructor who is trained in Creo software.	This course provides self-paced projects and computer-based training focused on Parametric Technology Corporation (PTC) Creo Parametric software. Instruction emphasizes the practical use of computer-aided design (CAD) technology, using projects drawn from other Creo courses to reinforce skills and application. Learning support is available in a designated De Anza CAD lab, where students receive guidance from an approved instructor trained in Creo software. The course allows students to progress at their own pace while receiving targeted assistance to ensure mastery of CAD concepts and techniques.
❗	**Course Type (CB27)**	No value	• Lower Division
❗	**Mode of Delivery**	• NA	• In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• Manufacturing Technology (Quality control, process control)
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - MACHINE TOOL TECH

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This Design and Manufacturing Technologies course is a major employment preparation course for our Computer Aided Design (CAD) program. This stand-alone CTE course is intended to better prepare students for work in the advanced manufacturing, design and engineering fields using Creo parametric surfacing as advised by our industry advisory committee.	This Design and Manufacturing Technologies course is a major employment preparation course for our Computer Aided Design (CAD) program. This stand-alone CTE course is intended to better prepare students for work in the advanced manufacturing, design and engineering fields using Creo parametric surfacing as advised by our industry advisory committee.

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No
	Foothill Faculty Consultation Name	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly CDI D107Z.)	(Formerly CDI D107Z.)

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	This DMT course is designed to advance the skills learned in our certificate and degree program, as well as creating an “on the job experience”. The additional/advanced projects are intended to better prepare our students for work in the advanced design and manufacturing industry in the area of drafting and computer aided design (CAD), as advised by our industry advisory committee.

CTE Course

Changed	Field	Current Version	Proposed Version
❗	**Is this a CTE (Career Technical Education) course?**	No value	Yes

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
❗	**Is this an honors/non-honors course?**	No value	No

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
❗	**Is this a mirrored credit/noncredit course?**	No value	No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
❗	**Is this a cross-listed course?**	No value	No

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	The DMT CAD Labs at De Anza College is committed to fostering a diverse, equitable, and inclusive learning environment where all students feel valued and supported. We welcome learners from all backgrounds, experiences, and identities, and strive to provide equal access to resources, instruction, and opportunities in computer-aided design education. The lab promotes respectful collaboration, encourages multiple perspectives, and ensures that instructional materials, software access, and technical support are available to meet the needs of every student. Our goal is to create a space where all students can succeed, develop technical proficiency, and prepare for professional careers in CAD and engineering design. There is no representative OER, but we do have reference material available The material meets universal design standards and covers current trends in the field and is no cost to the students.
❗	**Please check all areas in the COR that address DEI.**	No value	• Specifications - Examples of Primary Texts and References

More Options

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Pass/No Pass	• Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	No value	

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	This course has been identified as a stand-alone course, which means that it is not listed on any GE pattern and/or a certificate and degree program. Please address the following to complete this area: 1. An explanation as to why this course does not fit into a certificate/degree or GE; 2. The purpose of this course; 3. Who your audience will be.	~~This course has been identified as a stand-alone course, which means that it is not listed on any GE pattern and/or a certificate and degree program. Please address the following to complete this area: 1. An explanation as to why this course does not fit into a certificate/degree or GE; 2. The purpose of this course; 3. Who your audience will be.~~

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the UC/CSU campus, course and major.	No value	
❗	**Will the course be UC transferable?**	No value	No
	If yes, identify the lower-division UC course and campus.	No value	
❗	**Will the course fulfill a UC/CSU lower-division major requirement?**	No value	No

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	No value	No value

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Not transferable	Not transferable
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Not transferable	Not transferable
	GE Information	No value	No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	0	0
	Lecture Hours - Out of Class	0	0
	Laboratory Hours - In Class	6	6
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	72	72
	Lecture Hours - Course In-Class (Contact) per Term	0	0
	Lecture Hours - Course Out-of-Class per Term	0	0

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - Course In-Class (Contact) per Term	72	72
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	72	72
	Total - Course Out-of-Class Hours	0	0
	Total Credit Units - Minimum Credit Units	2	2
	Total Credit Units - Maximum Credit Units	2	2

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	-	0
	Total Laboratory Hours per Term	72	72
	Total Contact Hours per Term	-	0
	Total Credit Units	2	2
	Minimum Credit Units	2	2
	Maximum Credit Units	2	2

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Laboratory experience which involve students in formal exercises Discussion of assigned project requirements and design methodology Exercises on self-paced CBT training modules	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Laboratory experience which involve students in formal exercises Discussion of assigned project requirements and design methodology Exercises on self-paced computer based training (CBT) modules

Changed	Field	Current Version	Proposed Version
❗	**Assignments**	1. Reading 1. Reading provided PTC Creo Parametric training material, help and documentation 2. Reading from online articles, tutorials and industry manuals 2. Drawing/Exercises using application software. 1. Computer based training modules (CBT) for appropriate assembly creation and explode states. 2. Use the ISDX environment to create organic shapes in surface models in PTC LMS.	1. Reading 1. Reading provided by Parametric Technology Corporation (PTC) Creo parametric training material, help and documentation 2. Reading from online articles, tutorials and industry manuals 2. Drawing/Exercises using application software. 1. Computer Based Training (CBT) modules for appropriate assembly creation and explode states. 2. Use the Interactive Surface Design Extension (ISDX) environment to create organic shapes in surface models in PTC Learning Management System (LMS).

Changed	Field	Current Version	Proposed Version
❗	**Methods of Evaluation**	**Methods of Evaluation**	**Methods of Evaluation** Methods of Evaluation

Changed	Field	Current Version		Proposed Version	
		Methods of Evaluation	1. Successful completion of computer aided design assignments with output verifying modeling correctness and precision; use of structured design intent principles, and documentation. 2. CAD Lab activity - Practice and demonstration of techniques in the student laboratory designed to demonstrate critical thinking skills and to problem solve as required in the assignments and experimental investigations. 3. A comprehensive final project (engineering documentation package) that includes component and assembly models, assembly and detail drawings and worksheets. The documentation package includes CAD	**Methods of Evaluation**	1. Successful completion of computer aided design (CAD) assignments with output verifying modeling correctness and precision; use of structured design intent principles, and documentation. 2. CAD Lab activity - Practice and demonstration of techniques in the student laboratory designed to demonstrate critical thinking skills and to problem solve as required in the assignments and experimental investigations. 3. A comprehensive final project (engineering documentation package) that includes component and assembly models, assembly and detail drawings and worksheets. The documentation package includes CAD

Changed	Field	Current Version	Proposed Version
		modeling and documentation exercises that will require students to summarize, integrate, and critically analyze the major theoretical perspectives, modes of inquiry, and the important core concepts examined throughout the course.	modeling and documentation exercises that will require students to summarize, integrate, and critically analyze the major theoretical perspectives, modes of inquiry, and the important core concepts examined throughout the course.
!	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • None. **Essential College Facilities:** • CAD laboratory	**Essential Student Materials:** • None **Essential College Facilities:** • CAD laboratory
!	**Examples of Primary Texts and References**	**Title**: No value **Author**: PTC LMS eLearning Library: Surfacing using Creo Parametric & ISDX **Publisher**: No value **Date/Edition**: No value **ISBN**: No value	No value

Changed	Field	Current Version	Proposed Version
❗	**Suggested Reading List**	**Reading List**: Steven G. Smith. Creo Parametric: Introduction to Surface Modeling, CADQuest Inc. **May include, but are not limited to**: No value	No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Utilize the CAD Laboratory equipment and resources to survey the complex interactive Surface design of (ISDX) and exploit free form design options in organic shapes using splines and quilts. • Practice skill sets on available classroom computers and web based training material for PTC Creo eLearning modals (PTC LMS).	• Utilize the CAD Laboratory equipment and resources to survey the complex interactive Surface design of (ISDX) and exploit free form design options in organic shapes using splines and quilts. • Practice skill sets on available classroom computers and web based training material for PTC Creo eLearning modals (PTC LMS).

Changed	Field	Current Version		Proposed Version	
	CSLOs	**CSLOs**	Create an engineering document package which complies with industry-defined standards and shall include the following: components modeled using CAD design tools; assemblies generated from multiple components; engineering drawings for components and assemblies.	**CSLOs**	Create an engineering document package which complies with industry-defined standards and shall include the following: components modeled using CAD design tools; assemblies generated from multiple components; engineering drawings for components and assemblies.
		Expected SLO Performance	0.0	**Expected SLO Performance**	0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	1. Utilize the CAD Laboratory equipment and resources to survey the complex interactive Surface design of (ISDX) and exploit free form design options in organic shapes using splines and quilts. 1. Load and setup application programs for traditional PTC Surface modals. 2. Use PTC Creo Parametric application commands for complex manipulation of ISDX modules. 3. Input design data using splines, point clouds and organic quilts to form smooth mesh curvatures. 2. Practice skill sets on available classroom computers and web based training material for PTC Creo eLearning modals (PTC LMS). 1. Use the Style environment to create and manipulate surfaces details and advanced surface models. 2. Learn how to use the Freestyle environment to create a primitive shape, such as a sphere, and manipulate the polygonal control mesh to create complex-shaped freeform surface models.	1. Utilize the CAD Laboratory equipment and resources to survey the complex interactive Surface design of (ISDX) and exploit free form design options in organic shapes using splines and quilts. 1. Load and setup application programs for traditional PTC Surface modals. 2. Use PTC Creo Parametric application commands for complex manipulation of ISDX modules. 3. Input design data using splines, point clouds and organic quilts to form smooth mesh curvatures. 2. Practice skill sets on available classroom computers and web based training material for PTC Creo eLearning modals (PTC LMS). 1. Use the Style environment to create and manipulate surfaces details and advanced surface models. 2. Learn how to use the Freestyle environment to create a primitive shape, such as a sphere, and manipulate the polygonal control mesh to create complex-shaped freeform surface models.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	**Banner Start Term (202122)**	202122	No Value
!	**Banner Division**	2AT	No Value
!	**Catalog Term (21-22)**	21-22	No Value
!	**5 Year Revision Year (2021)**	2020	No Value
!	**Effective Quarter**	Fall	No Value
!	**Effective Year (2021)**	2018	No Value

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	DMT 107	DMT 107
	Course Status	Non-substantial	Non-substantial
!	**Course Status Code**	A	No Value
!	**Banner Department**	DMT	No Value
!	**Course Level**	DU	No Value
!	**College Code**	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	**CTE Status**	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	**Emergency Approval**	No	No Value

Changed	Questions	Current Version	Proposed Version
❗	**Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)**	N	No Value
❗	**Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)**	N	No Value
❗	**Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)**	Six hours laboratory (72 hours total per quarter).	No Value
❗	**Noncredit Enhanced Funding Indicator**	N	No Value
❗	**In Service Indicator**	N	No Value

Changed	Questions	Current Version	Proposed Version
❗	**Sports/Physical Education Course Indicator**	N	No Value
❗	**COA Code**	C	No Value
❗	**Fund Code**	114000	No Value
❗	**Organization Code**	233007	No Value
❗	**Account Code**	1320	No Value
❗	**Program Code**	095300	No Value
❗	**Percent**	100	No Value
	Curriculum Office Notes	• (mc-changed 5-yr rev yr from 2018 to 2020 per redistribution)	• (mc-changed 5-yr rev yr from 2018 to 2020 per redistribution)
❗	**Print/No Print to Catalog**	Yes	No Value

Blue Form

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.	No Value	No Value
	If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value

Changed	Questions	Current Version	Proposed Version					
❗	**Stage 3: DEI**	No Value						
			Date	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			4/23/2026	Basic Course Information	Course Description	Suggested	Consider revisions to define acronyms and to describe the knowledge, skills, and abilities students will gain upon the completion of the course	
			4/23/2026	Specifications	Methods of Instruction	Suggested	Consider defining "CBT”	Y - Completed Creo is the name of the software not an acronym

Changed	Questions	Current Version	Proposed Version			
					Consider defining acronyms used in assignments. **Y** Thanks for this list of assignments. Do assignments do one or more of the following: (1) Provides choices in how students demonstrate proficiency; (2) Encourage students to connect course content to their own life, background, and experiences; (3) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider making this a bit clearer for the relevant assignment. If not appropriate, that's fine, just let me know in the Initiator response box.	
			4/23/2026	SpecificationsAssignments	Suggested	N/A

Changed	Questions	Current Version	Proposed Version				
			4/23/2026	Specifications	Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	N/A

Changed	Questions	Current Version	Proposed Version				
						Consider defining acronyms for the first time when used Also, this may not be appropriate given the highly technical nature of this course, but if appropriate, consider minor revisions to provide space to reflect on diverse perspectives and/or experiences, inequities, racism, or other barriers to inclusion specific to the course subject if appropriate. If not appropriate, that's fine, just let me know in the initiator response box.	
			4/23/2026 Outline	Course Outline	Suggested		N/A
	Stage 4: Articulation Officer	No Value	No Value				
	Stage 5: De Anza General Education	No Value	No Value				

Changed	Questions	Current Version	Proposed Version
	Stage 6: Content Review Matrix Liaison	No Value	No Value
	Stage 7: Dean of Online Learning	No Value	No Value
	Stage 8: SLO Coordinator	No Value	No Value
	Stage 10: Curriculum Committee	No Value	No Value

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	DMTD107.
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Aug 31, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000544386

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	

De Anza College

Change Report

06/05/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status

Section	Changed field
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Comments	Stage 3: DEI
Stand-Alone Statement	Stand-Alone Statement
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?
DEI Review	Please check all areas in the COR that address DEI.
DEI Review	Please summarize the ways in which your course includes DEI.
Stand-Alone Statement	Stand-Alone Statement

Section	Changed field
UC Transferable and/or Lower-Division Major Requirement	Will the course be UC transferable?
UC Transferable and/or Lower-Division Major Requirement	Will the course fulfill a UC/CSU lower-division major requirement?

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• eLumenData, eLumenData	• Mike Appio
	Course ID (CB01A and CB01B)	DMTD108.	DMTD108.
	Course Control Number	CCC000544390	CCC000544390
	Course Title (CB02)	CAD Technology Laboratory SolidWorks (Surfaces)	CAD Technology Laboratory SolidWorks (Surfaces)
	Short Course Title	CAD TECH LAB SOLIDWRKS (SURF)	CAD TECH LAB SOLIDWRKS (SURF)
	TOP Code (CB03)	0953.00	0953.00 Drafting Technology
	CIP Code	Drafting and Design Technology/Technician, General	15.1301 Drafting and Design Technology/Technician, General
	Department	DMT - Design and Mfg. Tech.	DMT - Design and Mfg. Tech.
❗	**Effective Term**	Fall 2021	Fall ~~2021~~ 2027
	SAM Priority Code (CB09)	C - Clearly Occupational	C - Clearly Occupational

Changed	Field	Current Version	Proposed Version
❗	**Course Description**	Self-paced projects and computer based training on SolidWorks software. Instruction is in the use of CAD technology using projects from other SolidWorks courses. Learning assistance is provided in a designated De Anza center by an approved De Anza instructor who is trained in SolidWorks software.	This course provides self-paced projects and computer based training (CBT) focused on SolidWorks surfacing software. Instruction emphasizes practical computer-aided design (CAD) application, using projects drawn from other SolidWorks courses to reinforce skills and real-world modeling techniques. Learning support is available in a designated De Anza CAD lab, where students receive guidance from an approved instructor trained in SolidWorks. The course allows students to progress at their own pace while receiving individualized assistance to ensure mastery of CAD concepts and professional design practices.
❗	**Course Type (CB27)**	No value	• Lower Division
❗	**Mode of Delivery**	• NA	• In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• Manufacturing Technology (Quality control, process control)
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - MACHINE TOOL TECH

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This Design and Manufacturing Technologies course is a major employment preparation course for our Computer Aided Design (CAD) program. This stand-alone CTE course is intended to better prepare students for work in the advanced manufacturing, design and engineering fields using SolidWorks parametric surfacing as advised by our industry advisory committee.	This Design and Manufacturing Technologies course is a major employment preparation course for our Computer Aided Design (CAD) program. This stand-alone CTE course is intended to better prepare students for work in the advanced manufacturing, design and engineering fields using SolidWorks parametric surfacing as advised by our industry advisory committee.

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No
	Foothill Faculty Consultation Name	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly CDI D108Z.)	(Formerly CDI D108Z.)

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	This DMT course is designed to advance the skills learned in our certificate and degree program, as well as creating an “on the job experience”. The additional/advanced projects are intended to better prepare our students for work in the advanced design and manufacturing industry in the area of drafting and computer aided design (CAD), as advised by our industry advisory committee.

CTE Course

Changed	Field	Current Version	Proposed Version
❗	**Is this a CTE (Career Technical Education) course?**	No value	Yes

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
❗	**Is this an honors/non-honors course?**	No value	No

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
❗	**Is this a mirrored credit/noncredit course?**	No value	No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
❗	**Is this a cross-listed course?**	No value	No

DEI Review

Changed	Field	Current Version	Proposed Version
❗	**Please check all areas in the COR that address DEI.**	No value	• Specifications - Examples of Primary Texts and References
	Please summarize the ways in which your course includes DEI.	No value	The DMT CAD Labs at De Anza College is committed to fostering a diverse, equitable, and inclusive learning environment where all students feel valued and supported. We welcome learners from all backgrounds, experiences, and identities, and strive to provide equal access to resources, instruction, and opportunities in computer-aided design education. The lab promotes respectful collaboration, encourages multiple perspectives, and ensures that instructional materials, software access, and technical support are available to meet the needs of every student. Our goal is to create a space where all students can succeed, develop technical proficiency, and prepare for professional careers in CAD and engineering design. There is no representative OER, but we do have reference material available The material meets universal design standards and covers current trends in the field and is no cost to the students.

More Options

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Pass/No Pass	• Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	No value	

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	This course has been identified as a stand-alone course, which means that it is not listed on any GE pattern and/or a certificate and degree program. Please address the following to complete this area: 1. An explanation as to why this course does not fit into a certificate/degree or GE; 2. The purpose of this course; 3. Who your audience will be.	~~This course has been identified as a stand-alone course, which means that it is not listed on any GE pattern and/or a certificate and degree program. Please address the following to complete this area: 1. An explanation as to why this course does not fit into a certificate/degree or GE; 2. The purpose of this course; 3. Who your audience will be.~~

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
❗	**Will the course be UC transferable?**	No value	No
	If yes, identify the lower-division UC course and campus.	No value	
❗	**Will the course fulfill a UC/CSU lower-division major requirement?**	No value	No
	If yes, identify the UC/CSU campus, course and major.	No value	

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	No value	No value

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Not transferable	Not transferable
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Not transferable	Not transferable
	GE Information	No value	No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	0	0
	Lecture Hours - Out of Class	0	0
	Laboratory Hours - In Class	6	6
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	72	72
	Lecture Hours - Course In-Class (Contact) per Term	0	0
	Lecture Hours - Course Out-of-Class per Term	0	0

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - Course In-Class (Contact) per Term	72	72
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	72	72
	Total - Course Out-of-Class Hours	0	0
	Total Credit Units - Minimum Credit Units	2	2
	Total Credit Units - Maximum Credit Units	2	2

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	-	0
	Total Laboratory Hours per Term	72	72
	Total Contact Hours per Term	-	0
	Total Credit Units	2	2
	Minimum Credit Units	2	2

Changed	Field	Current Version	Proposed Version
	Maximum Credit Units	2	2

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Laboratory experience which involve students in formal exercises Discussion of assigned project requirements and design methodology Exercises on self-paced CBT training modules	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Laboratory experience which involve students in formal exercises Discussion of assigned project requirements and design methodology Exercises on self-paced Computer Based Training (CBT) training modules
❗	**Assignments**	1. Reading from reference material 2. Surface Exercises using application software. 1. Computer based training modules 2. Projects assigned for the lesson	1. Reading from reference material 2. Surface Exercises using application software. 1. Computer based training (CBT) modules 2. Projects assigned for the lesson

Changed	Field	Current Version	Proposed Version
❗	**Methods of Evaluation**	**Methods of Evaluation**	**Methods of Evaluation** Methods of Evaluation

Changed	Field	Current Version		Proposed Version	
		Methods of Evaluation	1. Successful completion of computer aided design assignments with output verifying modeling correctness and precision; use of structured design intent principles, and documentation. 2. CAD Lab activity - Practice and demonstration of techniques in the student laboratory designed to demonstrate critical thinking skills and to problem solve as required in the assignments and experimental investigations. 3. A comprehensive final project (engineering documentation package) that includes component and assembly models, assembly and detail drawings and worksheets. The documentation package	**Methods of Evaluation**	1. Successful completion of computer aided design (CAD) assignments with output verifying modeling correctness and precision; use of structured design intent principles, and documentation. 2. CAD Lab activity - Practice and demonstration of techniques in the student laboratory designed to demonstrate critical thinking skills and to problem solve as required in the assignments and experimental investigations. 3. A comprehensive final project (engineering documentation package) that includes component and assembly models, assembly and detail drawings and worksheets. The documentation package

Changed	Field	Current Version	Proposed Version
		includes CAD modeling and documentation exercises that will require students to summarize, integrate, and critically analyze the major theoretical perspectives, modes of inquiry, and the important core concepts examined throughout the course.	includes CAD modeling and documentation exercises that will require students to summarize, integrate, and critically analyze the major theoretical perspectives, modes of inquiry, and the important core concepts examined throughout the course.
!	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • None. **Essential College Facilities:** • CAD laboratory	**Essential Student Materials:** • None **Essential College Facilities:** • CAD laboratory
!	**Examples of Primary Texts and References**	**Title**: No value **Author**: Matt Lombard, SolidWorks Surfacing and Complex Shape Modeling Bible, Wiley Publishing Inc. Indianapolis, Indiana. 2008 **Publisher**: No value **Date/Edition**: No value **ISBN**: No value	No value

Changed	Field	Current Version	Proposed Version
!	**Suggested Reading List**	**Reading List**: SolidProfessor: Surfacing Modules **May include, but are not limited to**: No value	No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Utilize the CAD Laboratory equipment and resources to survey the complex Surface design and explore free form design options in organic shapes using splines and quilts. • Practice skill sets on available classroom computers and web based training material in SolidWorks tutorial and SolidProfessor training.	• Utilize the CAD Laboratory equipment and resources to survey the complex Surface design and explore free form design options in organic shapes using splines and quilts. • Practice skill sets on available classroom computers and web based training material in SolidWorks tutorial and SolidProfessor training.

Changed	Field	Current Version	Proposed Version
	CSLOs	**CSLOs** Create an engineering document package which complies with industry-defined standards and shall include the following: components modeled using CAD design tools; assemblies generated from multiple components; engineering drawings for components and assemblies. **Expected SLO Performance** 0.0	**CSLOs** Create an engineering document package which complies with industry-defined standards and shall include the following: components modeled using CAD design tools; assemblies generated from multiple components; engineering drawings for components and assemblies. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	1. Utilize the CAD Laboratory equipment and resources to survey the complex Surface design and explore free form design options in organic shapes using splines and quilts. 1. Setup application programs for traditional SolidWorks Surface modals. 2. Use SolidWorks application commands for complex manipulation of free form surfacing. 3. Input design data using splines, point clouds and organic quilts to form smooth mesh curvatures. 2. Practice skill sets on available classroom computers and web based training material in SolidWorks tutorial and SolidProfessor training. 1. Editing the various spline tools to create and manipulate surfaces details and advanced surface models. 2. Output of design surface environment to create a primitive shape, such as a sphere, and manipulate the polygonal control mesh to create complex-shaped freeform surface models.	1. Utilize the CAD Laboratory equipment and resources to survey the complex Surface design and explore free form design options in organic shapes using splines and quilts. 1. Setup application programs for traditional SolidWorks Surface modals. 2. Use SolidWorks application commands for complex manipulation of free form surfacing. 3. Input design data using splines, point clouds and organic quilts to form smooth mesh curvatures. 2. Practice skill sets on available classroom computers and web based training material in SolidWorks tutorial and SolidProfessor training. 1. Editing the various spline tools to create and manipulate surfaces details and advanced surface models. 2. Output of design surface environment to create a primitive shape, such as a sphere, and manipulate the polygonal control mesh to create complex-shaped freeform surface models.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	**Banner Start Term (202122)**	202122	No Value
!	**Banner Division**	2AT	No Value
!	**Catalog Term (21-22)**	21-22	No Value
!	**5 Year Revision Year (2021)**	2020	No Value
!	**Effective Quarter**	Fall	No Value
!	**Effective Year (2021)**	2018	No Value

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	DMT 108	DMT 108
	Course Status	Non-substantial	Non-substantial
!	**Course Status Code**	A	No Value
!	**Banner Department**	DMT	No Value
!	**Course Level**	DU	No Value
!	**College Code**	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	**CTE Status**	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	**Emergency Approval**	No	No Value

Changed	Questions	Current Version	Proposed Version
❗	**Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)**	N	No Value
❗	**Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)**	N	No Value
❗	**Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)**	Six hours laboratory (72 hours total per quarter).	No Value
❗	**Noncredit Enhanced Funding Indicator**	N	No Value
❗	**In Service Indicator**	N	No Value

Changed	Questions	Current Version	Proposed Version
❗	**Sports/Physical Education Course Indicator**	N	No Value
❗	**COA Code**	C	No Value
❗	**Fund Code**	114000	No Value
❗	**Organization Code**	233007	No Value
❗	**Account Code**	1320	No Value
❗	**Program Code**	095300	No Value
❗	**Percent**	100	No Value
	Curriculum Office Notes	• (mc-changed 5-yr rev yr from 2018 to 2020 per redistribution)	• (mc-changed 5-yr rev yr from 2018 to 2020 per redistribution)
❗	**Print/No Print to Catalog**	Yes	No Value

Blue Form

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.	No Value	No Value
	If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value

Changed	Questions	Current Version	Proposed Version					
❗	**Stage 3: DEI**	No Value						
			Date	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			4/23/2026	Basic Course Information	Course Description	Suggested	Consider revisions to define acronyms and to describe the knowledge, skills, and abilities students will gain upon the completion of the course	Y- acronyms complete. SolidWorks is the name of the software not an acronym
			4/23/2026	Specifications	Methods of Instruction	Suggested	Consider defining "CBT"	Y- complete

Changed	Questions	Current Version	Proposed Version		
				Thanks for this list of assignments. Do assignments do one or more of the following: (1) Provides choices in how students demonstrate proficiency; (2) Encourage students to connect course content to their own life, background, and experiences; (3) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider making this a bit clearer for the relevant assignment. If not appropriate, that's fine, just let me know in the Initiator response box.	
			4/23/2026 SpecificationsAssignmentsSuggested		N/A

Changed	Questions	Current Version	Proposed Version				
			4/23/2026	Specifications	Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	N/A

Changed	Questions	Current Version	Proposed Version				
			4/23/2026 Outline	Course Outline	Suggested	This may not be appropriate given the highly technical nature of this course, but if appropriate, consider minor revisions to provide space to reflect on diverse perspectives and/or experiences, inequities, racism, or other barriers to inclusion specific to the course subject if appropriate. If not appropriate, that's fine, just let me know in the initiator response box.	N/A
	Stage 4: Articulation Officer	No Value	No Value				
	Stage 5: De Anza General Education	No Value	No Value				
	Stage 6: Content Review Matrix Liaison	No Value	No Value				

Changed	Questions	Current Version	Proposed Version
	Stage 7: Dean of Online Learning	No Value	No Value
	Stage 8: SLO Coordinator	No Value	No Value
	Stage 10: Curriculum Committee	No Value	No Value

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	DMTD108.
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Aug 31, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000544390

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	

De Anza College

Change Report

06/05/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval

Section	Changed field
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Comments	Stage 3: DEI
Stand-Alone Statement	Stand-Alone Statement
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?
DEI Review	Please check all areas in the COR that address DEI.
DEI Review	Please summarize the ways in which your course includes DEI.
Stand-Alone Statement	Stand-Alone Statement
UC Transferable and/or Lower-Division Major Requirement	Will the course fulfill a UC/CSU lower-division major requirement?
UC Transferable and/or Lower-Division Major Requirement	Will the course be UC transferable?

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• eLumenData, eLumenData	• Mike Appio
	Course ID (CB01A and CB01B)	DMTD109.	DMTD109.
	Course Control Number	CCC000544394	CCC000544394
	Course Title (CB02)	CAD Technology Laboratory Creo Parametric (Sheetmetal)	CAD Technology Laboratory Creo Parametric (Sheetmetal)
	Short Course Title	CAD TECH LAB CREO (SHTMETAL)	CAD TECH LAB CREO (SHTMETAL)
	TOP Code (CB03)	0953.00	0953.00 Drafting Technology
	CIP Code	Drafting and Design Technology/Technician, General	15.1301 Drafting and Design Technology/Technician, General
	Department	DMT - Design and Mfg. Tech.	DMT - Design and Mfg. Tech.
❗	**Effective Term**	Fall 2021	Fall ~~2021~~ 2027
	SAM Priority Code (CB09)	C - Clearly Occupational	C - Clearly Occupational
❗	**Course Description**	Self-paced projects and computer based training on Creo software. Instruction is in the use of CAD technology using projects from other Creo courses. Learning assistance is provided in a designated De Anza center by an approved De Anza instructor who is trained in Creo software.	This course provides self-paced projects and computer-based training focused on Parametric Technology Corporation (PTC) Creo Parametric Sheetmetal software. Instruction emphasizes the practical use of computer-aided design (CAD) technology, using projects drawn from other Creo courses to reinforce skills and application. Learning support is available in a designated De Anza CAD lab, where students receive guidance from an approved instructor trained in Creo software. The course allows students to progress at their own pace while receiving targeted assistance to ensure mastery of CAD concepts and techniques.
❗	**Course Type (CB27)**	No value	• Lower Division
❗	**Mode of Delivery**	• NA	• In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• Manufacturing Technology (Quality control, process control)
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - MACHINE TOOL TECH

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This Design and Manufacturing Technologies course is a major employment preparation course for our Computer Aided Design (CAD) program. This stand-alone CTE course is intended to better prepare students for work in the advanced manufacturing, design and engineering fields using Creo parametric sheetmetal as advised by our industry advisory committee.	This Design and Manufacturing Technologies course is a major employment preparation course for our Computer Aided Design (CAD) program. This stand-alone CTE course is intended to better prepare students for work in the advanced manufacturing, design and engineering fields using Creo parametric sheetmetal as advised by our industry advisory committee.

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No
	Foothill Faculty Consultation Name	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly CDI D109Z.)	(Formerly CDI D109Z.)

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	This DMT course is designed to advance the skills learned in our certificate and degree program, as well as creating an “on the job experience”. The additional/advanced projects are intended to better prepare our students for work in the advanced design and manufacturing industry in the area of drafting and computer aided design (CAD), as advised by our industry advisory committee.

CTE Course

Changed	Field	Current Version	Proposed Version
❗	**Is this a CTE (Career Technical Education) course?**	No value	Yes

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
❗	**Is this an honors/non-honors course?**	No value	No

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
❗	**Is this a mirrored credit/noncredit course?**	No value	No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
❗	**Is this a cross-listed course?**	No value	No

DEI Review

Changed	Field	Current Version	Proposed Version
❗	**Please check all areas in the COR that address DEI.**	No value	• Specifications - Examples of Primary Texts and References
	Please summarize the ways in which your course includes DEI.	No value	The DMT CAD Labs at De Anza College is committed to fostering a diverse, equitable, and inclusive learning environment where all students feel valued and supported. We welcome learners from all backgrounds, experiences, and identities, and strive to provide equal access to resources, instruction, and opportunities in computer-aided design education. The lab promotes respectful collaboration, encourages multiple perspectives, and ensures that instructional materials, software access, and technical support are available to meet the needs of every student. Our goal is to create a space where all students can succeed, develop technical proficiency, and prepare for professional careers in CAD and engineering design. There is no representative OER, but we do have reference material available The material meets universal design standards and covers current trends in the field and is no cost to the students.

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.

Changed	Field	Current Version	Proposed Version
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Pass/No Pass	• Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	No value	

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	This course has been identified as a stand-alone course, which means that it is not listed on any GE pattern and/or a certificate and degree program. Please address the following to complete this area: 1. An explanation as to why this course does not fit into a certificate/degree or GE; 2. The purpose of this course; 3. Who your audience will be.	~~This course has been identified as a stand-alone course, which means that it is not listed on any GE pattern and/or a certificate and degree program. Please address the following to complete this area: 1. An explanation as to why this course does not fit into a certificate/degree or GE; 2. The purpose of this course; 3. Who your audience will be.~~

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
❗	**Will the course fulfill a UC/CSU lower-division major requirement?**	No value	No
	If yes, identify the UC/CSU campus, course and major.	No value	
❗	**Will the course be UC transferable?**	No value	No

Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	No value	No value

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Not transferable	Not transferable
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Not transferable	Not transferable
	GE Information	No value	No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	0	0
	Lecture Hours - Out of Class	0	0
	Laboratory Hours - In Class	6	6
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	72	72
	Lecture Hours - Course In-Class (Contact) per Term	0	0
	Lecture Hours - Course Out-of-Class per Term	0	0
	Laboratory Hours - Course In-Class (Contact) per Term	72	72
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	72	72
	Total - Course Out-of-Class Hours	0	0
	Total Credit Units - Minimum Credit Units	2	2
	Total Credit Units - Maximum Credit Units	2	2

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	-	0
	Total Laboratory Hours per Term	72	72
	Total Contact Hours per Term	-	0
	Total Credit Units	2	2
	Minimum Credit Units	2	2

Changed	Field	Current Version	Proposed Version
	Maximum Credit Units	2	2

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Laboratory experience which involve students in formal exercises Discussion of assigned project requirements and design methodology Exercises on self-paced CBT training modules	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Laboratory experience which involve students in formal exercises Discussion of assigned project requirements and design methodology Exercises on self-paced computer based training (CBT) training modules
❗	**Assignments**	1. Reading from reference material 2. Drawing/Exercises using application software. 1. Computer based training modules 2. Projects assigned for the lesson	1. Reading from reference material 2. Drawing/Exercises using application software. 1. Computer based training (CBT) modules 2. Projects assigned for the lesson

Changed	Field	Current Version	Proposed Version
❗	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation** 1. Successful completion of computer aided design assignments with output verifying modeling correctness and precision; use of structured design intent principles, and documentation. 2. CAD Lab activity - Practice and demonstration of techniques in the student laboratory designed to demonstrate critical thinking skills and to problem solve as required in the assignments and experimental investigations. 3. A comprehensive final project (engineering documentation package) that includes component and assembly models, assembly and detail drawings and worksheets. The documentation package includes CAD modeling and documentation exercises that will require students to summarize, integrate, and critically analyze the major theoretical perspectives, modes of inquiry, and the important core concepts examined throughout the course.	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation** 1. Successful completion of computer aided design (CAD) assignments with output verifying modeling correctness and precision; use of structured design intent principles, and documentation. 2. CAD Lab activity - Practice and demonstration of techniques in the student laboratory designed to demonstrate critical thinking skills and to problem solve as required in the assignments and experimental investigations. 3. A comprehensive final project (engineering documentation package) that includes component and assembly models, assembly and detail drawings and worksheets. The documentation package includes CAD modeling and documentation exercises that will require students to summarize, integrate, and critically analyze the major theoretical perspectives, modes of inquiry, and the important core concepts examined throughout the course.

Changed	Field	Current Version	Proposed Version
!	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • None. **Essential College Facilities:** • CAD laboratory	**Essential Student Materials:** • None **Essential College Facilities:** • CAD laboratory
!	**Examples of Primary Texts and References**	**Title**: No value **Author**: PTC LMS eLearning Library:Sheetmetal Design using Creo Parametric **Publisher**: No value **Date/Edition**: No value **ISBN**: No value	No value
!	**Suggested Reading List**	**Reading List**: Steven G. Smith. Creo Parametric Sheetmetal Design, CADQuest Inc. **May include, but are not limited to**: No value	No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Utilize CAD Laboratory equipment to survey the complex interdependent geometry of "Parent Child relationships" and understand mechanical design options using "Sheetmetal Design". • Practice skill sets on available classroom computers and web based training material for PTC Creo Parametric in Sheetmetal design feature sets.	• Utilize CAD Laboratory equipment to survey the complex interdependent geometry of "Parent Child relationships" and understand mechanical design options using "Sheetmetal Design". • Practice skill sets on available classroom computers and web based training material for PTC Creo Parametric in Sheetmetal design feature sets.

Changed	Field	Current Version	Proposed Version
	CSLOs	**CSLOs** Create an engineering document package which complies with industry-defined standards and shall include the following: components modeled using CAD design tools; assemblies generated from multiple components; engineering drawings for components and assemblies. **Expected SLO Performance** 0.0	**CSLOs** Create an engineering document package which complies with industry-defined standards and shall include the following: components modeled using CAD design tools; assemblies generated from multiple components; engineering drawings for components and assemblies. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	1. Utilize CAD Laboratory equipment to survey the complex interdependent geometry of “Parent Child relationships” and understand mechanical design options using “Sheetmetal Design”. 1. Load and setup application programs for use of sheetmetal design models, create the flat state of the model. 2. Use PTC Creo Parametric application commands for complex manipulation of document in production drawings with band allowance tables. 3. Input design data using available flange sets, notch, punch and forming tools. 2. Practice skill sets on available classroom computers and web based training material for PTC Creo Parametric in Sheetmetal design feature sets. 1. Editing design data to analyze mass properties of objects (volume, center of gravity, moments of inertia, flat states, etc.) 2. Use of multifaceted patterns & groupings, Simplified Representations, Component Variation, Parameter Driven Parts in "Pro/FICIENCY" mode to evaluate design.	1. Utilize CAD Laboratory equipment to survey the complex interdependent geometry of “Parent Child relationships” and understand mechanical design options using “Sheetmetal Design”. 1. Load and setup application programs for use of sheetmetal design models, create the flat state of the model. 2. Use PTC Creo Parametric application commands for complex manipulation of document in production drawings with band allowance tables. 3. Input design data using available flange sets, notch, punch and forming tools. 2. Practice skill sets on available classroom computers and web based training material for PTC Creo Parametric in Sheetmetal design feature sets. 1. Editing design data to analyze mass properties of objects (volume, center of gravity, moments of inertia, flat states, etc.) 2. Use of multifaceted patterns & groupings, Simplified Representations, Component Variation, Parameter Driven Parts in "Pro/FICIENCY" mode to evaluate design.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	**Banner Start Term (202122)**	202122	No Value
!	**Banner Division**	2AT	No Value
!	**Catalog Term (21-22)**	21-22	No Value
!	**5 Year Revision Year (2021)**	2020	No Value
!	**Effective Quarter**	Fall	No Value
!	**Effective Year (2021)**	2018	No Value
	Sort ID (00 < 10; 0 < 100)	DMT 109	DMT 109
	Course Status	Non-substantial	Non-substantial
!	**Course Status Code**	A	No Value
!	**Banner Department**	DMT	No Value
!	**Course Level**	DU	No Value
!	**College Code**	DA	No Value

Changed	Questions	Current Version	Proposed Version
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	**CTE Status**	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	**Emergency Approval**	No	No Value
!	**Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)**	N	No Value
!	**Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)**	N	No Value
!	**Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)**	Six hours laboratory (72 hours total per quarter).	No Value

Changed	Questions	Current Version	Proposed Version
❗	**Noncredit Enhanced Funding Indicator**	N	No Value
❗	**In Service Indicator**	N	No Value
❗	**Sports/Physical Education Course Indicator**	N	No Value
❗	**COA Code**	C	No Value
❗	**Fund Code**	114000	No Value
❗	**Organization Code**	233007	No Value
❗	**Account Code**	1320	No Value
❗	**Program Code**	095300	No Value
❗	**Percent**	100	No Value
	Curriculum Office Notes	• (mc-changed 5-yr rev yr from 2018 to 2020 per redistribution)	• (mc-changed 5-yr rev yr from 2018 to 2020 per redistribution)
❗	**Print/No Print to Catalog**	Yes	No Value

Blue Form

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.	No Value	No Value
	If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value

Changed	Questions	Current Version	Proposed Version					
❗	**Stage 3: DEI**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			4/23/2026	Basic Course Information	Course Description	Suggested	Consider revisions to define acronyms and to describe the knowledge, skills, and abilities students will gain upon the completion of the course	**Y - Completed acronyms Creo is the name of the software not an acronym**
			4/23/2026	Specifications	Methods of Instruction	Suggested	Consider defining "CBT"	Y - complete

Changed	Questions	Current Version	Proposed Version		
				Thanks for this list of assignments. Do assignments do one or more of the following: (1) Provides choices in how students demonstrate proficiency; (2) Encourage students to connect course content to their own life, background, and experiences; (3) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider making this a bit clearer for the relevant assignment. If not appropriate, that's fine, just let me know in the Initiator response box.	
			4/23/2026 SpecificationsAssignmentsSuggested		N/A

Changed	Questions	Current Version	Proposed Version				
			4/23/2026	Specifications	Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	N/A

Changed	Questions	Current Version	Proposed Version				
			4/23/2026 Outline	Course Outline	Suggested	This may not be appropriate given the highly technical nature of this course, but if appropriate, consider minor revisions to provide space to reflect on diverse perspectives and/or experiences, inequities, racism, or other barriers to inclusion specific to the course subject if appropriate. If not appropriate, that's fine, just let me know in the initiator response box.	N/A
	Stage 4: Articulation Officer	No Value	No Value				
	Stage 5: De Anza General Education	No Value	No Value				
	Stage 6: Content Review Matrix Liaison	No Value	No Value				
	Stage 7: Dean of Online Learning	No Value	No Value				

Changed	Questions	Current Version	Proposed Version
	Stage 8: SLO Coordinator	No Value	No Value
	Stage 10: Curriculum Committee	No Value	No Value

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	DMTD109.
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Aug 31, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000544394

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	

De Anza College

Change Report

06/05/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval

Section	Changed field
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Comments	Stage 3: DEI
Stand-Alone Statement	Stand-Alone Statement
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.
Stand-Alone Statement	Stand-Alone Statement
UC Transferable and/or Lower-Division Major Requirement	Will the course fulfill a UC/CSU lower-division major requirement?

Section	Changed field
UC Transferable and/or Lower-Division Major Requirement	Will the course be UC transferable?

General Information

Changed	Field	Current Version	Proposed Version
!	**Faculty Initiator**	• eLumenData, eLumenData	• Mike Appio
	Course ID (CB01A and CB01B)	DMTD110.	DMTD110.
	Course Control Number	CCC000544398	CCC000544398
	Course Title (CB02)	CAD Technology Laboratory Geometric Dimensioning and Tolerancing	CAD Technology Laboratory Geometric Dimensioning and Tolerancing
	Short Course Title	CAD TECH LAB GEOMET DIMENSION	CAD TECH LAB GEOMET DIMENSION
	TOP Code (CB03)	0953.00	0953.00 Drafting Technology
	CIP Code	Drafting and Design Technology/Technician, General	15.1301 Drafting and Design Technology/Technician, General
	Department	DMT - Design and Mfg. Tech.	DMT - Design and Mfg. Tech.
!	**Effective Term**	Fall 2021	Fall ~~2021~~ 2027
	SAM Priority Code (CB09)	C - Clearly Occupational	C - Clearly Occupational

Changed	Field	Current Version	Proposed Version
❗	**Course Description**	Self-paced projects and computer based training on CAD software. Instruction is in the use of CAD technology to create models and drawings complying with ANSI Y14.5 Geometric Dimensioning and Tolerancing. Learning assistance is provided in a designated De Anza center by an approved De Anza instructor who is trained in CAD software.	This course provides self-paced projects and computer-based training focused on ANSI Y14.5 Geometric Dimensioning and Tolerancing (GD&T). Instruction emphasizes the practical use of Computer Aided Design (CAD) technology, using projects drawn from GD&T courses to reinforce skills and application. Learning support is available in a designated De Anza CAD lab, where students receive guidance from an approved instructor trained in CAD software. The course allows students to progress at their own pace while receiving targeted assistance to ensure mastery of CAD concepts and techniques.
❗	**Course Type (CB27)**	No value	• Lower Division
❗	**Mode of Delivery**	• NA	• In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• Manufacturing Technology (Quality control, process control)
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - MACHINE TOOL TECH

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This Design and Manufacturing Technologies course is a major employment preparation course for our Computer Aided Design (CAD) program. This stand-alone CTE course is intended to better prepare students for work in the advanced manufacturing, design and engineering fields utilizing Geometric Dimension and Tolerancing standards within parametric models and drawings as advised by our industry advisory committee.	This Design and Manufacturing Technologies course is a major employment preparation course for our Computer Aided Design (CAD) program. This stand-alone CTE course is intended to better prepare students for work in the advanced manufacturing, design and engineering fields utilizing Geometric Dimension and Tolerancing standards within parametric models and drawings as advised by our industry advisory committee.

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No
	Foothill Faculty Consultation Name	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly CDI D110Z.)	(Formerly CDI D110Z.)

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	This DMT course is designed to advance the skills learned in our certificate and degree program, as well as creating an “on the job experience”. The additional/advanced projects are intended to better prepare our students for work in the advanced design and manufacturing industry in the area of drafting and computer aided design (CAD), as advised by our industry advisory committee.

CTE Course

Changed	Field	Current Version	Proposed Version
❗	**Is this a CTE (Career Technical Education) course?**	No value	Yes

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
❗	**Is this an honors/non-honors course?**	No value	No

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
❗	**Is this a mirrored credit/noncredit course?**	No value	No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
❗	**Is this a cross-listed course?**	No value	No

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	The DMT CAD Labs at De Anza College is committed to fostering a diverse, equitable, and inclusive learning environment where all students feel valued and supported. We welcome learners from all backgrounds, experiences, and identities, and strive to provide equal access to resources, instruction, and opportunities in computer-aided design education. The lab promotes respectful collaboration, encourages multiple perspectives, and ensures that instructional materials, software access, and technical support are available to meet the needs of every student. Our goal is to create a space where all students can succeed, develop technical proficiency, and prepare for professional careers in CAD and engineering design. There is no representative OER, but we do have reference material available The material meets universal design standards and covers current trends in the field and is no cost to the students.
❗	**Please check all areas in the COR that address DEI.**	No value	• Specifications - Examples of Primary Texts and References

More Options

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Pass/No Pass	• Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	No value	

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	This course has been identified as a stand-alone course, which means that it is not listed on any GE pattern and/or a certificate and degree program. Please address the following to complete this area: 1. An explanation as to why this course does not fit into a certificate/degree or GE; 2. The purpose of this course; 3. Who your audience will be.	~~This course has been identified as a stand-alone course, which means that it is not listed on any GE pattern and/or a certificate and degree program. Please address the following to complete this area: 1. An explanation as to why this course does not fit into a certificate/degree or GE; 2. The purpose of this course; 3. Who your audience will be.~~

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	
!	**Will the course fulfill a UC/CSU lower-division major requirement?**	No value	No
	If yes, identify the UC/CSU campus, course and major.	No value	
!	**Will the course be UC transferable?**	No value	No

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	No value	No value

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Not transferable	Not transferable
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Not transferable	Not transferable
	GE Information	No value	No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	0	0
	Lecture Hours - Out of Class	0	0
	Laboratory Hours - In Class	6	6
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	72	72
	Lecture Hours - Course In-Class (Contact) per Term	0	0
	Lecture Hours - Course Out-of-Class per Term	0	0
	Laboratory Hours - Course In-Class (Contact) per Term	72	72

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	72	72
	Total - Course Out-of-Class Hours	0	0
	Total Credit Units - Minimum Credit Units	2	2
	Total Credit Units - Maximum Credit Units	2	2

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.

Changed	Field	Current Version	Proposed Version
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	-	0
	Total Laboratory Hours per Term	72	72
	Total Contact Hours per Term	-	0
	Total Credit Units	2	2
	Minimum Credit Units	2	2
	Maximum Credit Units	2	2

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
!	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Laboratory experience which involve students in formal exercises Discussion of assigned project requirements and design methodology Exercises on self-paced CBT training modules	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Laboratory experience which involve students in formal exercises Discussion of assigned project requirements and design methodology Exercises on self-paced computer based training (CBT) modules training modules
!	**Assignments**	1. Reading from reference material 2. Drawing/Exercises using application software. 1. Computer based training modules 2. Projects assigned for the lesson	1. Reading from reference material 2. Drawing/Exercises using application software. 1. Computer based training (CBT) modules. 2. Projects assigned for the lesson.

Changed	Field	Current Version	Proposed Version
❗	**Methods of Evaluation**	**Methods of Evaluation**	**Methods of Evaluation** Methods of Evaluation

Changed	Field	Current Version	Proposed Version
	Methods of Evaluation	1. Successful completion of computer aided design assignments with output verifying modeling correctness and precision; use of structured design intent principles, and documentation. 2. CAD Lab activity - Practice and demonstration of techniques in the student laboratory designed to demonstrate critical thinking skills and to problem solve as required in the assignments and experimental investigations. 3. A comprehensive final project (engineering documentation package) that includes component and assembly models, assembly and detail drawings and worksheets. The documentation package includes CAD modeling and documentation exercises that will require	**Methods of Evaluation** 1. Successful completion of computer aided design assignments with output verifying modeling correctness and precision; use of structured design intent principles, and documentation. 2. Computer aided design (CAD) lab activity - Practice and demonstration of techniques in the student laboratory designed to demonstrate critical thinking skills and to problem solve as required in the assignments and experimental investigations. 3. A comprehensive final project (engineering documentation package) that includes component and assembly models, assembly and detail drawings and worksheets. The documentation package includes CAD modeling and documentation

Changed	Field	Current Version	Proposed Version
		students to summarize, integrate, and critically analyze the major theoretical perspectives, modes of inquiry, and the important core concepts examined throughout the course.	exercises that will require students to summarize, integrate, and critically analyze the major theoretical perspectives, modes of inquiry, and the important core concepts examined throughout the course.
!	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • None. **Essential College Facilities:** • CAD laboratory	**Essential Student Materials:** • None **Essential College Facilities:** • CAD laboratory
!	**Examples of Primary Texts and References**	**Title** No value **Author** David A. Madsen and David P. Madsen, Geometric Dimensioning and Tolerancing -ASME Y14.5 **Publisher** No value **Date/Edition** No value **ISBN** No value	No value

Changed	Field	Current Version	Proposed Version
❗	**Suggested Reading List**	**Reading List**: Gary Lamit, Engineering Graphics and Design: With Graphical Analysis. 2018 **May include, but are not limited to**: No value	No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Utilize CAD Laboratory equipment properly to survey the complex interdependent geometry of Geometric dimensioning and tolerancing(GD&T). • Practice skill sets on available classroom computer and available training material for appropriate detailing utilizing ASME Y14.5M-2009 standards in applicable CAD system.	• Utilize CAD Laboratory equipment properly to survey the complex interdependent geometry of Geometric dimensioning and tolerancing(GD&T). • Practice skill sets on available classroom computer and available training material for appropriate detailing utilizing ASME Y14.5M-2009 standards in applicable CAD system.

Changed	Field	Current Version		Proposed Version	
	CSLOs	**CSLOs**	Create an engineering document package which complies with industry-defined standards and shall include the following: components modeled using CAD design tools; assemblies generated from multiple components; engineering drawings for components and assemblies.	**CSLOs**	Create an engineering document package which complies with industry-defined standards and shall include the following: components modeled using CAD design tools; assemblies generated from multiple components; engineering drawings for components and assemblies.
		Expected SLO Performance	0.0	**Expected SLO Performance**	0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	1. Utilize CAD Laboratory equipment properly to survey the complex interdependent geometry of Geometric dimensioning and tolerancing(GD&T). 1. Import and setup application programs in part mode. 2. Understand basic CAD commands, dashboard to detail with proper nomenclature. 3. Input design data using detailing, sketches and feature tools for assigned geometry. 2. Practice skill sets on available classroom computer and available training material for appropriate detailing utilizing ASME Y14.5M-2009 standards in applicable CAD system. 1. Editing and detailing simple part design data using symbolic language on engineering drawings 2. Output of design documentation with current drafting standards with functional projects and its allowable variation.	1. Utilize CAD Laboratory equipment properly to survey the complex interdependent geometry of Geometric dimensioning and tolerancing(GD&T). 1. Import and setup application programs in part mode. 2. Understand basic CAD commands, dashboard to detail with proper nomenclature. 3. Input design data using detailing, sketches and feature tools for assigned geometry. 2. Practice skill sets on available classroom computer and available training material for appropriate detailing utilizing ASME Y14.5M-2009 standards in applicable CAD system. 1. Editing and detailing simple part design data using symbolic language on engineering drawings 2. Output of design documentation with current drafting standards with functional projects and its allowable variation.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	**Banner Start Term (202122)**	202122	No Value
!	**Banner Division**	2AT	No Value
!	**Catalog Term (21-22)**	21-22	No Value
!	**5 Year Revision Year (2021)**	2020	No Value
!	**Effective Quarter**	Fall	No Value
!	**Effective Year (2021)**	2018	No Value
	Sort ID (00 < 10; 0 < 100)	DMT 110	DMT 110
	Course Status	Non-substantial	Non-substantial

Changed	Questions	Current Version	Proposed Version
❗	**Course Status Code**	A	No Value
❗	**Banner Department**	DMT	No Value
❗	**Course Level**	DU	No Value
❗	**College Code**	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
❗	**CTE Status**	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
❗	**Emergency Approval**	No	No Value
❗	**Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)**	N	No Value

Changed	Questions	Current Version	Proposed Version
❗	**Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)**	N	No Value
❗	**Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)**	Six hours laboratory (72 hours total per quarter).	No Value
❗	**Noncredit Enhanced Funding Indicator**	N	No Value
❗	**In Service Indicator**	N	No Value
❗	**Sports/Physical Education Course Indicator**	N	No Value
❗	**COA Code**	C	No Value
❗	**Fund Code**	114000	No Value
❗	**Organization Code**	233007	No Value
❗	**Account Code**	1320	No Value
❗	**Program Code**	095300	No Value
❗	**Percent**	100	No Value

Changed	Questions	Current Version	Proposed Version
	Curriculum Office Notes	• (mc-changed 5-yr rev yr from 2018 to 2020 per redistribution)	• (mc-changed 5-yr rev yr from 2018 to 2020 per redistribution)
!	**Print/No Print to Catalog**	Yes	No Value

Blue Form

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.	No Value	No Value
	If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value

Changed	Questions	Current Version	Proposed Version					
!	**Stage 3: DEI**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			4/23/2026	Basic Course Information	Course Description	Suggested	Consider revisions to describe the knowledge, skills, and abilities students will gain upon the completion of the course	N/A - The DMT department will engage in collaborative work during departmental meetings to review and refine future revisions and new courses.
			4/23/2026	Specifications	Methods of Instruction	Suggested	Consider defining "CBT”	Y - complete

Changed	Questions	Current Version	Proposed Version			
					Thanks for this list of assignments. Do assignments do one or more of the following: (1) Provides choices in how students demonstrate proficiency; (2) Encourage students to connect course content to their own life, background, and experiences; (3) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider making this a bit clearer for the relevant assignment. If not appropriate, that's fine, just let me know in the Initiator response box.	
			4/23/2026	SpecificationsAssignmentsSuggested		N/A

Changed	Questions	Current Version	Proposed Version				
			4/23/2026	Specifications	Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	N/A

Changed	Questions	Current Version	Proposed Version				
			4/23/2026 Outline	Course Outline	Suggested	This may not be appropriate given the highly technical nature of this course, but if appropriate, consider minor revisions to provide space to reflect on diverse perspectives and/or experiences, inequities, racism, or other barriers to inclusion specific to the course subject if appropriate. If not appropriate, that's fine, just let me know in the initiator response box.	N/A
	Stage 4: Articulation Officer	No Value	No Value				
	Stage 5: De Anza General Education	No Value	No Value				
	Stage 6: Content Review Matrix Liaison	No Value	No Value				

Changed	Questions	Current Version	Proposed Version
	Stage 7: Dean of Online Learning	No Value	No Value
	Stage 8: SLO Coordinator	No Value	No Value
	Stage 10: Curriculum Committee	No Value	No Value

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	DMTD110.
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Aug 31, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000544398

Articulation

Changed	Field	Current Version

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	

De Anza College

Change Report

06/08/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	Discipline 2
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
B-Matrix Form	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.
B-Matrix Form	Objective 2: Develop analytical ideas and topics for essays.
B-Matrix Form	Objective 3: Compose and support thesis statements for analytical essays.
B-Matrix Form	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.
B-Matrix Form	Objective 5: Identify and practice writing for different audiences and purposes.
B-Matrix Form	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.
B-Matrix Form	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.
B-Matrix Form	Objective 9: Demonstrate appropriate grammar usage and mechanics.
Comments	Stage 3: DEI
Comments	Stage 4: Articulation Officer
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• Shameka Walker	• Nellie Vargas
	Course ID (CB01A and CB01B)	EDUCD001.	EDUCD001.
	Course Control Number	CCC000069235	CCC000069235
	Course Title (CB02)	Introduction to Elementary Education in a Diverse Society	Introduction to Elementary Education in a Diverse Society
	Short Course Title	ELEM EDUC IN DIVRS SOCIETY	ELEM EDUC IN DIVRS SOCIETY
	TOP Code (CB03)	0801.00	0801.00 Education, General (Pre-Professional) (Transfer)

Changed	Field	Current Version	Proposed Version
	CIP Code	Education, General	13.0101 Education, General
	Department	EDUC - Education	EDUC - Education
!	**Effective Term**	Fall 2025	Fall ~~2025~~ 2027
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
!	**Course Description**	This course introduces students to the concepts and issues related to teaching diverse learners in today's contemporary schools, Kindergarten through grade 12 (K-12). Topics include teaching as a profession and career, historical and philosophical foundations of the American education system, contemporary educational issues, California's content standards and frameworks, and teacher performance standards. In addition to class time, the course requires 36 hours of structured fieldwork in public school elementary classrooms that represent California's diverse student population and includes cooperation with at least one carefully selected and campus-approved certificated classroom teacher. (This course meets the California Commission on Teacher Credentialing adopted Elementary Subject Matter Standards: Standard 7.)	Students will explore the concepts and issues related to teaching diverse learners in today's contemporary schools, kindergarten through grade 12 (K-12), historical and philosophical foundations of the American education system, California's content standards and frameworks, and teacher performance standards open to students from all backgrounds. In addition to class time, the course requires 36 hours of structured fieldwork in public school elementary classrooms that represent California's diverse student population. (This course meets the California Commission on Teacher Credentialing adopted Elementary Subject Matter Standards: Standard 7).
	Course Type (CB27)	• Lower Division	• Lower Division
!	**Mode of Delivery**	No value	• Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	**Discipline 1**	No value	• Child Development/Early Childhood Education
!	**Discipline 2**	No value	• Education
	Discipline 3	No value	No value
!	**FSA**	No value	• FHDA FSA - CHILD DEVELOPMENT

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is an elective under the Child Development A.A. degree and is also CSU and UC transferable. It requires the completion of 36-hours of experience to be eligible to apply to the multi-subject teaching credential in the state of California.	This course is an elective under the Child Development A.A. degree and is also CSU and UC transferable. It requires the completion of 36-hours of experience to be eligible to apply to the multi-subject teaching credential in the state of California.

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No	No

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	No	No

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No	No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No	No

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	This course includes a course description, course outline, text materials accessible and cost conscious, methods of instruction, assignments and evaluations practices that document student-instructor interactions that are student centered and create an accessible learning environment for all the students.

Changed	Field	Current Version	Proposed Version
!	**Please check all areas in the COR that address DEI.**	No value	• Basic Course Information - Course Description • Specifications - Assignments • Specifications - Methods of Instruction • Specifications - Methods of Evaluation • Outline - Course Outline • Specifications - Examples of Primary Texts and References

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	
	Will the course fulfill a UC/CSU lower-division major requirement?	No	No
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	Yes	Yes

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program** Child Development **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Child Development **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Child Development **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Child Development **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Child and Adolescent Development for Transfer (In Development) **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** Child and Adolescent Development for Transfer (In Development) **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Liberal Arts (Social and Behavioral Sciences Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Social and Behavioral Sciences Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Social and Behavioral Sciences Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Social and Behavioral Sciences Emphasis) **Award Type** Associate in Arts (A.A.) Degree

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved
	GE Information	No value	No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	2	2
	Lecture Hours - Out of Class	4	4
	Laboratory Hours - In Class	3	3
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	108	108
	Lecture Hours - Course In-Class (Contact) per Term	24	24
	Lecture Hours - Course Out-of-Class per Term	48	48
	Laboratory Hours - Course In-Class (Contact) per Term	36	36
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	60	60
	Total - Course Out-of-Class Hours	48	48
	Total Credit Units - Minimum Credit Units	3	3
	Total Credit Units - Maximum Credit Units	3	3

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	72	72
	Total Laboratory Hours per Term	36	36
	Total Contact Hours per Term	-	0
	Total Credit Units	3	3
	Minimum Credit Units	3	3
	Maximum Credit Units	3	3

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction** Quiz and examination review performed in class Field observation and field trips Discussion of assigned reading Guest speakers Other: Written assignments, Portfolio Development, Group presentations Collaborative learning and small group exercises	**Methods of Instruction** Methods o Instructio **Methods of Instruction** Quiz and examinati performec Field obse field trips Discussio assigned Guest spe Other: Wr assignme Portfolio Developm presentati Collabora learning a group exe
❗	**Assignments**	1. Assigned reading from the text, as well as readings from articles and open educational resources. 2. Reflective writing on observations witnessed in the classroom including the identification of biases 3. Video analysis on a film portraying an outstanding teacher 4. Student placement in the elementary classroom as teacher's aides 5. A oral presentation on the examination of a current hot topic related to the field of education including a discussion of bias and exclusionary practices 6. Student Case study to practice data gathering strategies and to understand the diversity in today’s classrooms	1. Assigned reading fi as well as readings and open educatio resources. 2. Reflective writing o observations witne classroom includin identification of bia 3. Video analysis on a portraying an outst teacher 4. Student placement elementary classro teacher's aides 5. An oral presentatio examination of a cu topic related to the education including discussion of bias a exclusionary practi 6. Student Case study data gathering stra understand the dive today’s classrooms

Changed	Field	Current Version	Proposed Version
❗	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation** 1. Peer-to-peer discussion and written reflection that demonstrate understanding of assigned reading material 2. Exams to evaluate comprehension and mastery of key terms and concepts as well as application skills related to elementary education 3. Film and/or video analysis to comprehend course content in particular the characteristics of effective teachers. 4. Weekly timesheets to demonstrate the completion of the hours requirement and daily journaling on the experience. 5. Final exam, project or paper to demonstrate an understanding of today’s classrooms and to analyze the student's experience. 6. Oral presentation and personal reflection on a controversial issue to evaluate the student's ability to synthesize and present information including how does the insights gained inform my bias.	**Methods of Evaluation** Methods o Evaluatior **Methods of Evaluation** 1. Pee disc writ refl den und of a rea mat 2. Exa eva con and key con wel app skill eler edu 3. Film vide to c cou in p cha of e tea 4. We time den the of th req and jour the 5. Fina proj pap den an und of t clas and the exp 6. Ora pre and refl con issu eva stu to s and info incl doe insi info

Changed	Field	Current Version	Proposed Version
!	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • None. **Essential College Facilities:** • None.	**Essential Student Mater** • None **Essential College Facilit** • None
!	**Examples of Primary Texts and References**	**Title** No value **Author** Kauchak, Don & Eggen, Paul. (2016) Introduction to Teaching: Becoming a Professional. 6th edition, Pearson Inc. **Publisher** No value **Date/Edition** No value **ISBN** No value **Title** No value **Author** Villegas, A.M. & Lucas, T. (2002) Educating Culturally Responsive Teachers: A Coherent Approach. SUNY Series Teacher Preparation & Development: State University of New York Press. **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** Introduc Teachin a Profes **Author** Kauchak Eggen, F **Publisher** Pearson **Date/Edition** (2018) 6 **ISBN** 978-013

Changed	Field	Current Version	Proposed Version
!	Suggested Reading List		No value

Reading List	Allington, Richard L., Patricia M. Cunningham. (2007) Schools That Work Where All children Read and Write. 3rd Edition San Francisco: Pearson
May include, but are not limited to	No value

Reading List	Campbell, Dorothy M., Melenyzer, Beverly J, Nettles, Diane & Wyman, Richard M. Jr. (2014) 6th Edition. How to Develop a Professional Portfolio: A Manual for Teachers. San Francisco: Pearson
May include, but are not limited to	No value

Reading List	Campbell, Dorothy M., Melenyzer, Beverly J, Nettles, Diane & Wyman, Richard M. Jr. (2014) 6th Edition. Howe to Develop a Professional Portfolio: A Manual for Teachers. San Francisco: Pearson
May include, but are not limited to	No value

Reading List	Cooper, Ryan. (2016) 14th Edition. Those Who Can Teach. MA Boston: Wadsworth Cengage Learning.
May include, but are not limited to	No value

Reading List	Kellough, Richard. 6th Edition. A Resource Guide for Teaching K-12. New Jersey: Pearson.
May include, but are not limited to	No value

Reading List	Johnson, James A., Musial, Diann, Hall Gene, & Gollnick, Donna. (2014) 16th Edition Foundations of American Education: Becoming Effective Teachers in Challenging Times. San Francisco: Pearson.
May include, but are not limited to	No value

Reading List	Parkway, Forrest W. (2015) 10th Edition Becoming a Teacher. San Francisco: Pearson.
May include, but are not limited to	No value

Reading List	Wink, Joan. (2012) 4th Edition. Critical Pedagogy: Notes form the Real World. San Francisco: Pearson.
May include, but are not limited to	No value

Reading List	George Lucas website: http://www.glef.org and http://www.corestandards.org/
May include, but are not limited to	No value

Reading List	Common Core Standards Initiative website, http://www.corestandards.org/
May include, but are not limited to	No value

Reading List	Johnson, R.S., Mims-Cox, S. & Doyle-Nichols, A. (2010) Developing Portfolios in Education: A Guide to Reflection, Inquiry, and Assessment. Sage Publication Inc.: Thousand Oaks CA.
May include, but are not limited to	No value

Changed	Field	Current Version	Proposed Version
		Reading List: Guiding Principles for Dual Language Education, https://www.researchgate.net/publication/266865668_Guiding_Principles_for_Dual_Language_Education **May include, but are not limited to**: No value	
		Reading List: Mary Clay on Reading Recovery. newlearningonline.com **May include, but are not limited to**: No value	
		Reading List: TED Talk Videos on Education, https://thebestschools.org/magazine/10-awesome-ted-talks-education/ **May include, but are not limited to**: No value	
		Reading List: Sample classroom observation tools, https://hnu.edu/sites/default/files/classroom_observation_tool_scaled_3.pdf **May include, but are not limited to**: No value	
		Reading List: Association of Dual Language Education (ATDLE) for Spanish speakers videos, https://www.facebook.com/pg/ATDLE/videos/?ref=page_internal **May include, but are not limited to**: No value	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Identify the characteristics, qualities and experiences in effective teaching • Articulate basic purposes of schooling and trace the history of their development • Describe the multiple roles and functions of teachers and other school personnel in meeting the diverse needs of students • Demonstrate knowledge of professional standards, ethics, and professionalism in classroom and school visits • Demonstrate an understanding of educational issues in a global context • Demonstrate knowledge of the impact of cultural contexts on learning • Analyze ecological challenges outside the classroom that impact student learning and identify school and community resources that address these challenges • Demonstrate skill in implementing established protocols for visiting schools and classrooms • Relate course content to real classrooms through satisfactory completion of a minimum of 45 hours of approved fieldwork including structured assignments, observations, and reflections that demonstrate abilities.	• Identify the characteristics, qualities and experiences in effective teaching • Articulate basic purposes of schooling and trace the history of their development • Describe the multiple roles and functions of teachers and other school personnel in meeting the diverse needs of students • Demonstrate knowledge of professional standards, ethics, and professionalism in classroom and school visits • Demonstrate an understanding of educational issues in a global context • Demonstrate knowledge of the impact of cultural contexts on learning • Analyze ecological challenges outside the classroom that impact student learning and identify school and community resources that address these challenges • Demonstrate skill in implementing established protocols for visiting schools and classrooms • Relate course content to real classrooms through satisfactory completion of a minimum of 45 hours of approved fieldwork including structured assignments, observations, and reflections that demonstrate abilities.

Changed	Field	Current Version	Proposed Version
	CSLOs	**CSLOs** Demonstrate an understanding of Howard Gardner's Multiple Intelligences in the elementary classroom. **Expected SLO Performance** 0.0	**CSLOs** Demonstrate an understanding of Howard Gardner's Multiple Intelligences in the elementary classroom. **Expected SLO Performance** 0.0
		CSLOs Identify and explain the responsibilities and professional commitments expected of an elementary classroom teacher. **Expected SLO Performance** 0.0	**CSLOs** Identify and explain the responsibilities and professional commitments expected of an elementary classroom teacher. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	1. Identify the characteristics, qualities and experiences in effective teaching 1. Preparation for successful field experiences in the schools 2. Documenting professional preparation such as professional portfolios 3. The process of becoming certified through the credential program; CBEST, CSET, and the internship requirements 4. Intrinsic rewards which require the understanding of the physical structure of the school, organizational structure of a teachers work, sociological relationships, and political influence from school boards 5. Extrinsic rewards including salaries, benefits, and merit pay 6. One's beliefs and biases about and experiences with teachers and teaching 2. Articulate basic purposes of schooling and trace the history of their development 1. The history public education 1. Governance 2. Financing public schools 2. Historical education periods 1. The colonial period including the New England Colonies (Old Deluder Act), Middle Colonies (religion), and Southern Colonies (slavery 2. Dame schools held in colonial homes which utilized horn books, and the first printed books in the United States 3. Post Revolution American education and the rise of Nationalism which began around the 17th century 4. Common Schools and the emergence of John Dewey and Pragmatics in the nineteenth century 5. The assimilation of Native Americans, Irish Catholic Americans, Latino/a Americans, Asian American & Pacific Islanders, and African Americans into the American school system 6. Legislation, equity and educational attainments of African Americans and Latinas/os. 3. Social problems and impact on academic achievement 4. Demographic shifts in student population, changes in family environment and communities, and student equity 3. Describe the multiple roles and functions of teachers and other school personnel in meeting the diverse needs of students 1. Roles and functions of teachers and other school personnel both in general and special education 2. Teachers and school personnel accountability and requirements for special education students 3. Basic strategies for accommodating diverse learners. 4. Bilingual education with dual language programs (two way immersion-TWI) 4. Demonstrate knowledge of professional standards, ethics, and professionalism in classroom and school visits 1. Introduction of the California Standards for the Teaching Profession (CSTP) and the Teaching Performance Expectations (TPE) 2. Elements of effective classroom environments consistent with the California Standards for the Teaching Profession (CSTP) and the state adopted Teaching Performance Expectations (TPE) 3. The teaching profession, including an emphasis on professional standards, ethics and professionalism 5. Demonstrate an understanding of educational issues in a global context 1. Overview of contemporary issues in schools: e.g., standards, inclusion, high stakes testing, bilingual education, social issues, standardized curriculum; standards and frameworks	1. Identify the characteristics, qualities and experiences in effective teaching 1. Preparation for successful field experiences in the schools 2. Documenting professional preparation such as professional portfolios 3. The process of becoming certified through the credential program; CBEST, CSET, and the internship requirements 4. Intrinsic rewards which require the understanding of the physical structure of the school, organizational structure of a teachers work, sociological relationships, and political influence from school boards 5. Extrinsic rewards including salaries, benefits, and merit pay 6. One's beliefs and biases about and experiences with teachers and teaching 2. Articulate basic purposes of schooling and trace the history of their development 1. The history public education 1. Governance 2. Financing public schools 2. Historical education periods 1. The colonial period including the New England Colonies (Old Deluder Act), Middle Colonies (religion), and Southern Colonies (slavery 2. Dame schools held in colonial homes which utilized horn books, and the first printed books in the United States 3. Post Revolution American education and the rise of Nationalism which began around the 17th century 4. Common Schools and the emergence of John Dewey and Pragmatics in the nineteenth century 5. The assimilation of Native Americans, Irish Catholic Americans, Latino/a Americans, Asian American & Pacific Islanders, and African Americans into the American school system 6. Legislation, equity and educational attainments of African Americans and Latinas/os. 3. Social problems and impact on academic achievement 4. Demographic shifts in student population, changes in family environment and communities, and student equity 3. 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Demonstrate an understanding of educational issues in a global context 1. Overview of contemporary issues in schools: e.g., standards, inclusion, high stakes testing, bilingual education, social issues, standardized curriculum; standards and frameworks

Changed	Field	Current Version	Proposed Version
		2. Current educational initiatives 3. Importance of cultural values and students stories 6. Demonstrate knowledge of the impact of cultural contexts on learning 1. Culturally relevant pedagogy 2. The community context: purpose and roles of schooling 3. Systemic educational and societal barriers faced by marginalized student groups 7. Analyze ecological challenges outside the classroom that impact student learning and identify school and community resources that address these challenges 1. Social justice education 2. Trauma informed, culturally responsive approaches to teaching 8. Demonstrate skill in implementing established protocols for visiting schools and classrooms 1. School and classroom protocols 1. Visiting the school 2. Entering the classroom 2. Observation protocols 1. Ethics in conducting an observation 2. Methods for conducting and reporting observations 9. Relate course content to real classrooms through satisfactory completion of a minimum of 45 hours of approved fieldwork including structured assignments, observations, and reflections that demonstrate abilities. 1. Recognize and describe examples of teaching events that implement some elements of the California Standards for the Teaching Profession (CSTP) and Teaching Performance Expectations (TPE) 2. Observe the use of state adopted academic content and performance standards 3. Compare and contrast classroom environments 4. Recognize and describe individual differences among students and identify strategies and accommodations used to address these differences	2. Current educational initiatives 3. Importance of cultural values and students stories 6. Demonstrate knowledge of the impact of cultural contexts on learning 1. Culturally relevant pedagogy 2. The community context: purpose and roles of schooling 3. Systemic educational and societal barriers faced by marginalized student groups 7. Analyze ecological challenges outside the classroom that impact student learning and identify school and community resources that address these challenges 1. Social justice education 2. Trauma informed, culturally responsive approaches to teaching 8. Demonstrate skill in implementing established protocols for visiting schools and classrooms 1. School and classroom protocols 1. Visiting the school 2. Entering the classroom 2. Observation protocols 1. Ethics in conducting an observation 2. Methods for conducting and reporting observations 9. Relate course content to real classrooms through satisfactory completion of a minimum of 45 hours of approved fieldwork including structured assignments, observations, and reflections that demonstrate abilities. 1. Recognize and describe examples of teaching events that implement some elements of the California Standards for the Teaching Profession (CSTP) and Teaching Performance Expectations (TPE) 2. Observe the use of state adopted academic content and performance standards 3. Compare and contrast classroom environments 4. Recognize and describe individual differences among students and identify strategies and accommodations used to address these differences
	Lab Component in this Course	Yes	Yes
	Lab Outline	1. Observation of elementary school teacher-roles and responsibilities in action 2. Assist teacher with individual and small groups of students 3. Learning to evaluate student's classroom work 4. Reviewing protocols for visiting and observing in school setting 5. Considering ethics when conducting and recording classroom observations 6. Observing and recording elements of the classroom environment 7. Focusing on culturally relevant curriculum -language arts, mathematics, science, social studies, arts 8. Observing teaching strategies and engaging students in learning 9. Classroom-based assessments 10. Classroom demographics and meeting the individual needs of students 11. Understanding and working with students of diverse abilities and the laws that protect them 12. The Individualized Education Plan (IEP) and teachers' responsibilities 13. The teacher's role in connecting and collaborating with community resources to support students and their families 14. Teacher preparation focus on social justice and equity: Black and Latino/Latina students	1. Observation of elementary school teacher-roles and responsibilities in action 2. Assist teacher with individual and small groups of students 3. Learning to evaluate student's classroom work 4. Reviewing protocols for visiting and observing in school setting 5. Considering ethics when conducting and recording classroom observations 6. Observing and recording elements of the classroom environment 7. Focusing on culturally relevant curriculum -language arts, mathematics, science, social studies, arts 8. Observing teaching strategies and engaging students in learning 9. Classroom-based assessments 10. Classroom demographics and meeting the individual needs of students 11. Understanding and working with students of diverse abilities and the laws that protect them 12. The Individualized Education Plan (IEP) and teachers' responsibilities 13. The teacher's role in connecting and collaborating with community resources to support students and their families 14. Teacher preparation focus on social justice and equity: Black and Latino/Latina students

Blue Form

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
!	**Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.**	No Value	Assigments E: An oral presentation on the examination of a current hot topic related to the field of education including a discussion of bias and exclusionary practices.

Changed	Questions	Current Version	Proposed Version
!	**Objective 2: Develop analytical ideas and topics for essays.**	No Value	Assignments B: Reflective writing on observations witnessed in the classroom including the identification of biases.
!	**Objective 3: Compose and support thesis statements for analytical essays.**	No Value	Methods of Evaluation A: Peer-to-peer discussion and written reflection that demonstrate an understanding of assigned reading material.
!	**Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.**	No Value	Methods of Evaluation B: Exams to evaluate comprehension and mastery of key terms and concepts as well as application skills related to elementary education.
!	**Objective 5: Identify and practice writing for different audiences and purposes.**	No Value	Methods of Evaluation E: Final Exam, project or paper to demonstrate an understanding of today's classrooms and to analyze the student's experience.
!	**Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.**	No Value	Assignments F: Student Case study to practice data gathering strategies and to understand the diversity in today's classrooms.
!	**Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.**	No Value	Methods of Evaluation C; Film and/or video analysis to comprehend course content in particular the characteristics of effective teachers.
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
!	**Objective 9: Demonstrate appropriate grammar usage and mechanics.**	No Value	Assignments B: Reflective writing on observations witnessed in the classroom including the identification of biases.

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.	No Value	No Value
	If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Stage 7: Content Review Matrix Liaison	No Value	No Value
	Stage 8: Dean of Online Learning	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	EDUC 001	EDUC 001
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
	Curriculum Office Notes	• Requisite change appr. 1/17/23 (effect. F23).-cc • CCN requisite changes appr. 9/23/24 (effect. F25). -sw	• Requisite change appr. 1/17/23 (effect. F23).-cc • CCN requisite changes appr. 9/23/24 (effect. F25). -sw

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value

Changed	Questions	Current Version	Proposed Version
!	**Stage 3: DEI**	No Value	

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response	
02/06/2026	Basic Course Information	Course Description	Suggested	Consider minor revisions to course description to build in additional welcoming, student-centered language, as well as a bit more information describing the knowledge, skills, and abilities students will gain upon the completion of the course.	Y"	"
02/06/2026	Basic Course Information	DEI Review	Suggested	Consider adding additional details to this statement to outline additional great work this course is already doing with respect to equity. For example/such as, more information regarding the DEI/equity content in the course outline.	"Y"	

Changed	Questions	Current Version	Proposed Version				
			02/06/2026	Specifications	Examples of Primary Texts and References	Required	Thanks for providing this example of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered low cost at De Anza if they are under $50.00. If there is no representative OER textbook, please let me know in the initiator response box. Please also let me know if your textbook is low cost, and consider adding this information to the DEI Box if appropriate. This will satisfy the required component of this edit.	Students are allow to use older editions. As long it's the same author and title to give the students the opportunity to rent, borrow or buy these books at low cost. In addittion, it's extra copies of the book available for those students that can afford to rent or buty the book kind of a lending library.

Changed	Questions	Current Version	Proposed Version				
			02/06/2026	Specifications	Examples of Primary Texts and References	Suggested	Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.), and do they reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.	Yes, these books are accessible and contain inclusive language.
			02/06/2026	Specifications	Assignments	Suggested	Do any assignments provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection? If yes, consider noting this for the relevant assignment. If not appropriate, let me know in the initiator response box and disregard.	N/A
			02/06/2026	Specifications	Methods of Evaluation	Suggested	For any of these methods of evaluation, is it possible to provide examples of strong and/or successful assignments to clarify expectations for all students? If appropriate, please consider adding to the relevant evaluation method. If not appropriate, let me know in the initiator response box and disregard.	If not appropriate.

Changed	Questions	Current Version	Proposed Version
!	**Stage 4: Articulation Officer**	No Value	

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
04/07/26	Specifications	Primary Texts	Required	In order to maintain UC-transferability status, at least one primary text must have been published within 7 years of the effective date of the course. This would be 2020 or more recent for a course effective Fall 2027. Please add a more recent textbook. If it helps, I believe there is a more recent edition (7th edition) of your current textbook, published in 2021. Thank you!	

	Stage 5: De Anza General Education	No Value	No Value
	Stage 6: Content Review Matrix Liaison	No Value	No Value
	Stage 7: Dean of Online Learning	No Value	No Value
	Stage 8: SLO Coordinator	No Value	No Value
	Stage 10: Curriculum Committee	No Value	No Value

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	EDUCD001.
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000069235

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	

Changed	Field	Current Version
	Course Crosswalk CRS-NUMBER	

De Anza College

Change Report

08/13/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
A-Matrix Form	Objective 2: Compose essays drawn from personal experience and assigned texts.
A-Matrix Form	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.
A-Matrix Form	Objective 4: Create syntactically varied sentences that are free of mechanical errors.
A-Matrix Form	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Section	Changed field
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Comments	Stage 3: DEI
Course Justification	Course Justification
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• Mi Chang	• Veronica Acevedo Avila • Quigley, Jill
	Course ID (CB01A and CB01B)	ELITD010.	ELITD010.
	Course Control Number	CCC000064753	CCC000064753

Changed	Field	Current Version	Proposed Version
	Course Title (CB02)	Introduction to Fiction	Introduction to Fiction
	Short Course Title	INTRO TO FICTION	INTRO TO FICTION
	TOP Code (CB03)	1501.00	1501.00 English
	CIP Code	English Language and Literature, General	23.0101 English Language and Literature, General
	Department	ELIT - English Literature	ELIT - English Literature
!	**Effective Term**	Fall 2025	Fall ~~2025~~ 2027
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
!	**Course Description**	This is an intensive study of fiction with reading, discussion, and analysis of structure and meaning in selected novels and short stories.	This course is an intensive study of fiction that moves through selected novels and short stories, using reading, discussion, and analysis to uncover how structure, voice, and form transform narrative into meaning.
	Course Type (CB27)	• Lower Division	• Lower Division
!	**Mode of Delivery**	• Hybrid	• Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	**Discipline 1**	No value	• English
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	**FSA**	No value	• FHDA FSA - ENGLISH

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is a major preparation requirement in the discipline of English for at least one CSU or UC. This course also meets a general education requirement for De Anza and Cal-GETC, and belongs on the English AA Degree. This course provides a crucial introduction to the literary devices and forms found in fiction.	~~This course is~~ As a ~~major preparation requirement~~ foundational course in the ~~discipline~~ study of ~~English~~ English, this class supports transfer preparation for ~~at least one~~ CSU ~~or UC. This course also meets a~~ and UC systems, fulfills general education ~~requirement~~ requirements for De Anza and Cal-GETC, and ~~belongs on~~ is a core component of the English AA ~~Degree. This course~~ degree. It also provides students with a ~~crucial~~ vital introduction to the literary devices and forms ~~found in fiction.~~ that give fiction its depth and meaning.

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No	No

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	Yes - don't forget to duplicate the revisions in the honors/non-honors course	Yes - don't forget to duplicate the revisions in the honors/non-honors course

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No	No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No	No

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	

Changed	Field	Current Version	Proposed Version
	Does the course have a Foothill equivalent?	No	No

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	The design of ELIT 10 actively integrates inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) principles. Pedagogically, the course employs culturally responsive teaching methods utilizing varied instructional formats (e.g., small group, peer-to-peer, hands-on application) to accommodate diverse cultural and learning styles in keeping with Universal Design for Learning's multiple means of engagement. To ensure equity and accessibility, assignments are both varied and flexible assessment, such as oral responses, class discussions, written essays, and group presentations are in keeping with Universal Design for Learning's multiple means of engagement. Course content, as illustrated in the Course Outline, includes cultural and ethnic voices, systemic inequities, LGBTQ++ perspectives, neurodiverse perspectives, all of which aim to promote an inclusive learning environment and also support Universal Design for Learning's multiple means of representation. Last, examples of Primary Texts and References include cost-conscious options.
❗	**Please check all areas in the COR that address DEI.**	No value	• Specifications - Examples of Primary Texts and References • Specifications - Methods of Instruction • Specifications - Methods of Evaluation • Outline - Course Outline • Specifications - Assignments • Basic Course Information - Course Description

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	
	Will the course fulfill a UC/CSU lower-division major requirement?	No	No
	If yes, identify the UC/CSU campus, course and major.	No value	

Changed	Field	Current Version	Proposed Version
	Will the course be UC transferable?	Yes	Yes

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program** Cal-GETC **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Cal-GETC **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Cal-GETC **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Cal-GETC **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program English **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** English **Award Type** Associate in Arts (A.A.) Degree
		Associated Program English **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** English **Award Type** Associate in Arts (A.A.) Degree
		Associated Program English for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** English for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program English for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** English for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree

Changed	Field	Current Version	Proposed Version
		Associated Program Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved
	GE Information	**System/Institution** Cal-GETC **Area(s)** • CA3B - Approved. **-** No value **System/Institution** De Anza GE **Area(s)** • 2G3X - Approved. **-** No value	**System/Institution** Cal-GETC **Area(s)** • CA3B - Approved. **-** No value **System/Institution** De Anza GE **Area(s)** • 2G3X - Approved. **-** No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	4	4
	Lecture Hours - Out of Class	8	8
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144
	Lecture Hours - Course In-Class (Contact) per Term	48	48
	Lecture Hours - Course Out-of-Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	0	0

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	48	48
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4	4
	Total Credit Units - Maximum Credit Units	4	4

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.

Changed	Field	Current Version	Proposed Version
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Quiz and examination review performed in class Homework and extended projects Guest speakers Collaborative learning and small group exercises	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Quiz and examination review performed in class Homework and extended projects Guest speakers Collaborative learning and small group exercises

Changed	Field	Current Version	Proposed Version
	Assignments	1. Students will read a substantial and varied offering of both long and short fiction. 2. Students will prepare for class discussions by developing conclusions, theories, and hypotheses in response to assigned readings. 3. Students will write at least 2,500 words during the quarter. Of this total 1. At least 1,000 must be an analytical, argumentative, or critical essay about the assigned reading and must demonstrate some achievement of learning outcomes 2. The remaining writing requirement 1. Must be fulfilled in a midterm and/or project and 2. May also be drawn from a variety of other activities such as reading quizzes; reader responses; journals; reports; summaries; additional informal essays; original fiction. 3. The required final exam may involve writing that can also help fulfill the writing requirement.	1. Students will read a substantial and varied offering of both long and short fiction. 2. Students will prepare for class discussions by developing conclusions, theories, and hypotheses in response to assigned readings. 3. Students will write at least 2,500 words during the quarter. Of this total 1. At least 1,000 must be an analytical, argumentative, or critical essay about the assigned reading and must demonstrate some achievement of learning outcomes 2. The remaining writing requirement 1. Must be fulfilled in a midterm and/or project and 2. May also be drawn from a variety of other activities such as reading quizzes; reader responses; journals; reports; summaries; additional informal essays; original fiction. 3. The required final exam may involve writing that can also help fulfill the writing requirement.

Changed	Field	Current Version	Proposed Version
❗	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation** 1. Students will be evaluated primarily on the basis of analytical essay(s) demonstrating understanding of the synthesis of technique and theme in fiction. 2. Students may be evaluated based on mastery of concepts, synthesis, and critical thinking on quizzes, examinations, oral presentations, and active class participation. 3. Students will be evaluated on their mastery of concepts, synthesis, and critical thinking in the form of a final that may involve a written exam, a presentation, a performance, or other final project.	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation** 1. Students will be evaluated primarily on the basis of analytical essay(s) demonstrating understanding of the synthesis of technique and theme in fiction. 2. Students may be evaluated based on mastery of concepts, synthesis, and critical thinking on quizzes, examinations, oral presentations, and active class participation. 3. Students will be evaluated on their mastery of concepts, synthesis, and critical thinking in the form of a final that may involve a written exam, a presentation, a performance, or other final project.
❗	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • None. **Essential College Facilities:** • None.	**Essential Student Materials:** • None **Essential College Facilities:** • None

Changed	Field	Current Version	Proposed Version
!	**Examples of Primary Texts and References**	**Title** No value **Author** Bausch, Richard and R.V. Cassill. "The Norton Anthology of Short Fiction, 8th edition." Norton, New York: 2015. **Publisher** No value **Date/Edition** No value **ISBN** No value **Title** No value **Author** Charters, Ann. "The Story and Its Writer: An Introduction to Short Fiction, 10th edition." Bedford/ St. Martin's, Boston & New York: 2018 **Publisher** No value **Date/Edition** No value **ISBN** No value **Title** No value **Author** Dillard, Annie. "Living By Fiction." New York: Harper & Row, 1982. **Publisher** No value **Date/Edition** No value **ISBN** No value **Title** No value	**Title** “The Broadview Anthology of Short Fiction" **Author** Levine, Sara. **Publisher** Broadview Press, Peterborough **Date/Edition** 2018, 3rd edition. **ISBN** No value **Title** “40 Short Stories" **Author** Lawn, Beverly and Joanne Diaz **Publisher** Bedford/St. Martin’s, New York **Date/Edition** 2025, 7th edition. **ISBN** No value **Title** “The Penguin Book of the Modern American Short Story" **Author** Freeman, John. **Publisher** Penguin Books **Date/Edition** 2021 **ISBN** No value **Title** “The Best American Short Stories 2025" **Author** Nicole A. Lamy and Celeste Ng **Publisher** HarperCollins, New York **Date/Edition** 2025 **ISBN** No value

Changed	Field	Current Version		Proposed Version	
		Author	Doerr, Anthony. "Best American Short Stories 2019." Mariner Books, Houghton Mifflin Harcourt: Boston & New York, 2019.	**Title**	"The Story and Its Writer: An Introduction to Short Fiction"
		Publisher	No value	**Author**	Charters, Ann.
		Date/Edition	No value	**Publisher**	Bedford/ St. Martin's, Boston & New York
		ISBN	No value	**Date/Edition**	2023, compact ed.
				ISBN	No value

Changed	Field	Current Version	Proposed Version
❗	**Suggested Reading List**	**Reading List**: Allende, Isabel. "The House of the Spirits." New York: Harper & Row, 1987. **May include, but are not limited to**: No value	**Reading List**: Acevedo, Elizabeth. “The Poet X.” New York: HarperCollins, 2018. **May include, but are not limited to**: No value
		Reading List: Allison, Dorothy. "Bastard Out of Carolina." New York: Plume, 1993. **May include, but are not limited to**: No value	**Reading List**: Adichie, Chimamanda Ngozi. “Americanah.” New York: Knopf Publishing, 2013. **May include, but are not limited to**: No value
		Reading List: Austen, Jane. "Pride and Prejudice." Various editions. **May include, but are not limited to**: No value	**Reading List**: Alvar, Mia. “In the Country: Stories.” New York: Knopf Doubleday Publishing, 2016. **May include, but are not limited to**: No value
		Reading List: Baldwin, James. "Giovanni's Room". New York: Delta, 2000. **May include, but are not limited to**: No value	**Reading List**: Austen, Jane. “Pride and Prejudice.” Various editions, 1813. **May include, but are not limited to**: No value

Changed	Field	Current Version	Proposed Version
		Reading List Eggers, Dave. "The Circle." New York: Knopf, 2013. **May include, but are not limited to** No value	**Reading List** Baldwin, James. “Giovanni's Room.” New York: Delta, 2000. **May include, but are not limited to** No value
		Reading List Erdrich, Louise. "Roundhouse." New York: HarperCollins, 2012. **May include, but are not limited to** No value	**Reading List** Bennett, Brit. “The Vanishing Half.” New York: Riverhead Books, 2020. **May include, but are not limited to** No value
		Reading List Fuentes, Carlos. "Vlad." Champaign, Illinois: Dalkey Archive Press, 2012. **May include, but are not limited to** No value	**Reading List** Chang, Alexandra. “Tomb Sweeping.” New York: HarperCollins, 2023. **May include, but are not limited to** No value
		Reading List Garcia Marquez, Gabriel."One Hundred Years of Solitude." New York: Harper & Row, 1967. **May include, but are not limited to** No value	**Reading List** Hamid, Mohsin. “Exit West.” New York: Riverhead Books, 2017. **May include, but are not limited to** No value

Changed	Field	Current Version	Proposed Version
	Reading List	Hamid, Mohsin. "Exit West." New York: Riverhead Books, 2017.	Hurston, Zora Neale. “Their Eyes Were Watching God.” Various editions, 1937.
	May include, but are not limited to	No value	No value
	Reading List	James, Marlon. "A History of Seven Killings." New York, Riverhead Books, 2014.	Ishiguro, Kazuo. “Never Let Me Go.” New York: Knopf Publishing, 2005.
	May include, but are not limited to	No value	No value
	Reading List	Lahiri, Jhumpa. "The Interpreter of Maladies." New York: Houghton-Mifflin, 1999.	Kang, Han. “The Vegetarian.” New York: Hogarth/Penguin Random House, 2016.
	May include, but are not limited to	No value	No value
	Reading List	Morrison, Toni. "The Bluest Eye." New York: Plume. 1993.	Kingsolver, Barbara. “Demon Copperhead.” New York: HarperCollins, 2022.
	May include, but are not limited to	No value	No value

Changed	Field	Current Version	Proposed Version
	Reading List	Murakami, Haruki. "Blind Willow, Sleeping Woman." New York: Vintage, 2006	Lahiri, Jhumpa. “The Namesake.” New York: Riverhead Books, 2017.
	May include, but are not limited to	No value	No value
	Reading List	Ngugi, Wa Thiong'o. "Devil on the Cross." London: Heinemann Books Ltd., 1981.	Li, Yiyun. “Wednesday’s Child.” New York: Farrar, Straus and Giroux, 2023.
	May include, but are not limited to	No value	No value
	Reading List	Roy, Arundhati. "The God of Small Things." New York: Perennial, 1998.	Majumdar, Megha. “A Guardian and a Thief.” New York: Knopf Publishing, 2025.
	May include, but are not limited to	No value	No value
	Reading List	Smith, Zadie. "Swing Time." New York: Penguin Press, 2016.	Márquez, Gabriel García. “Love in the Time of Cholera.” New York: Knopf Publishing, 1985.
	May include, but are not limited to	No value	No value

Changed	Field	Current Version	Proposed Version
	Reading List	Strom, Dao. "The Gentle Order of Girls and Boys." New York: Counterpoint, 2006.	**Reading List** Moreno-Garcia, Silvia. “Mexican Gothic.” New York: Del Rey/Random House, 2020.
	May include, but are not limited to	No value	**May include, but are not limited to** No value
	Reading List	Tenorio, Lysley. "Monstress." New York: Harper Collins, 2012.	**Reading List** Morrison, Toni. “The Bluest Eye.” New York: Plume, 1993.
	May include, but are not limited to	No value	**May include, but are not limited to** No value
	Reading List	Yang, Gene Yuen. "Boxers and Saints." New York: First Second Books, 2013.	**Reading List** Murakami, Haruki. “Kafka on the Shore” (2002) and “First Person Singular.” New York: Knopf Publishing, 2021.
	May include, but are not limited to	No value	**May include, but are not limited to** No value
	Reading List	Yoshimoto, Banana. "Kitchen." New York: Washington Square Press, 1993.	**Reading List** Orange, Tommy. “There There.” New York: Knopf/Penguin Random House, 2018.
	May include, but are not limited to	No value	**May include, but are not limited to** No value

Changed	Field	Current Version	Proposed Version
			Reading List Powers, Richard. “The Overstory.” New York: W.W. Norton, 2018. **May include, but are not limited to** No value
			Reading List Salinger, J.D. “The Catcher in the Rye.” Various editions, 1951. **May include, but are not limited to** No value
			Reading List Steinbeck, John. “Of Mice and Men.” Various editions, 1937. **May include, but are not limited to** No value
			Reading List Vuong, Ocean. “On Earth We’re Briefly Gorgeous.” New York: Penguin Press, 2019. **May include, but are not limited to** No value
			Reading List Zhou, Emily. “Girlfriends.” New York: LittlePuss Press, 2023.

Changed	Field	Current Version	Proposed Version
			May include, but are not limited to No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Examine the nature and variety of fictional texts and styles. Read and discuss a diverse array of fiction. • Engage culturally diverse voices and perspectives and study fiction from a range of perspectives, including but not limited to national, global, ethnic, gender, and racially diverse views. • Apply the standard critical discourse for fiction. • Analyze fiction from multiple critical perspectives. • Recognize the contribution of fiction to human culture and consciousness.	• Examine the nature and variety of fictional texts and styles. Read and discuss a diverse array of fiction. • Engage culturally diverse voices and perspectives and study fiction from a range of perspectives, including but not limited to national, global, ethnic, gender, and racially diverse views. • Apply the standard critical discourse for fiction. • Analyze fiction from multiple critical perspectives. • Recognize the contribution of fiction to human culture and consciousness.

Changed	Field	Current Version	Proposed Version
	CSLOs	**CSLOs** Identify, articulate and evaluate the nature and variety of fictional texts, styles, conventions and techniques. **Expected SLO Performance** 0.0	**CSLOs** Identify, articulate and evaluate the nature and variety of fictional texts, styles, conventions and techniques. **Expected SLO Performance** 0.0
		CSLOs Analyze fiction in writing from multiple critical perspectives. **Expected SLO Performance** 0.0	**CSLOs** Analyze fiction in writing from multiple critical perspectives. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
❗	**Course Content**	1. Examine the nature and variety of fictional texts and styles. Read and discuss a diverse array of fiction. 1. Readings can be from female, male, and transgender authors. 2. Readings will include examples of major movements and developments in the history of fiction. 3. Distinguish fiction of various types, forms, and styles. 2. Engage culturally diverse voices and perspectives and study fiction from a range of perspectives, including but not limited to national, global, ethnic, gender, and racially diverse views. 1. Students will historicize lives, works, and impact of fiction of diverse cultures and subcultures. 2. Students will provide each other with diverse perspectives on course texts. 3. Apply the standard critical discourse for fiction. 1. Plot: examination of traditional plot structure as illustrated by Gustav Freytag (conflict, exposition, rising action, climax, falling action, denouement) and modern experiments that modify or depart from it 2. Point-of-View: identification and analysis of focalization (omniscient, limited omniscient, first person, dramatic); interpretation of tone; unreliable narrator 3. Character: E. M. Forster's distinctions between flat and round, static and dynamic; methods of characterization: direct/indirect, expressed by means of speech, physical description, action, gesture 4. Theme/Meaning: analysis of the ways in which readers	1. Examine the nature and variety of fictional texts and styles. Read and discuss a diverse array of fiction. 1. Readings will represent a variety of diverse authors and perspectives. 2. Readings will include examples of major literary movements and developments in the history of fiction. 3. Distinguish fiction of various types, forms, and styles. 2. Engage culturally diverse voices and perspectives and study fiction from a range of perspectives, including but not limited to national, global, ethnic, gender, and racially diverse views. 1. Students will learn historical context, political perspective, and social consciousness situated within the narratives. 2. Students will examine their repertoire, explore perspectives, and engage in discussions with peers . 3. Apply the standard critical discourse for fiction. 1. Plot: examination of traditional plot structure as illustrated by Gustav Freytag (conflict, exposition, rising action, climax, falling action, denouement) and modern experiments that modify or depart from it 2. Point-of-View: identification and analysis of focalization (omniscient, limited omniscient, first person, dramatic); interpretation of tone; unreliable narrator 3. Character: E. M. Forster's distinctions between flat and round, static and dynamic; methods of characterization: direct/indirect, expressed by means of speech, physical description, action, gesture

Changed	Field	Current Version	Proposed Version
		identify meaning in fictional texts 5. Structure: traditional vs. experimental; genres of fiction (i.e., epistolary, vignettes, non-fictional elements, etc.) 6. Setting: consideration and analysis of time, place, social environment, atmosphere 7. Style: identification and analysis of experiments in syntax, rhythm, diction, figurative language, methods of coherence 8. Irony: identification and analysis of verbal, situational, attitudinal, and dramatic irony 9. Symbolism: study and practice in the ways fictional texts invite and reward symbolic readings; identification of and distinction between universal and particular symbols 4. Analyze fiction from multiple critical perspectives. 1. Encounter a variety of meanings and tensions in fiction, including cultural, psychological, historical, sociopolitical, biographical, formal/aesthetic, and linguistic. 2. Discover and learn to value alternate interpretations of fiction through discussion and informal writing; this may include exploring various theoretical perspectives and critical approaches common to contemporary literary analysis--such as psychoanalytic theory, reader response, feminism, masculinities, mythological, ethnic and gender/"queer theory." 5. Recognize the contribution of fiction to human culture and consciousness.	4. Theme/Meaning: analysis of the ways in which readers identify meaning in fictional texts 5. Structure: traditional vs. experimental; genres of fiction (i.e., epistolary, vignettes, non-fictional elements, etc.) 6. Setting: consideration and analysis of time, place, social environment, atmosphere 7. Style: identification and analysis of experiments in syntax, rhythm, diction, figurative language, methods of coherence 8. Irony: identification and analysis of verbal, situational, attitudinal, and dramatic irony 9. Symbolism: study and practice in the ways fictional texts invite and reward symbolic readings; identification of and distinction between universal and particular symbols 4. Analyze fiction from multiple critical perspectives. 1. Encounter a variety of meanings and tensions in fiction, including cultural, psychological, historical, sociopolitical, biographical, formal/aesthetic, and linguistic. 2. Discover and learn to value alternate interpretations of fiction through discussion and informal writing; this may include exploring various theoretical perspectives and critical approaches common to contemporary literary analysis, such as psychoanalytic theory, reader response, feminist gender studies, postcolonial theory, queer theory, and desconstructionist theory. 5. Recognize the contribution of fiction to human culture and

Changed	Field	Current Version	Proposed Version
		1. Assess the values implicit in fictional texts. 2. Explore ethical awareness and cultural beliefs as expressed in the language of fictional text.	consciousness. 1. Assess the power, meaning, and values implicit in fictional texts. 2. Explore cultural consciousness and beliefs as expressed in the language of fictional text.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ENGL C1000 or ENGL C1000H or ESL D005.	ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Not open to students with credit in the Honors Program related course.)	(Not open to students with credit in the Honors Program related course.)
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
!	**Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.**	No Value	Examine the nature and variety of fictional texts and styles. Read and discuss a diverse array of fiction. Readings will represent a variety of diverse authors and perspectives. Readings will include examples of major literary movements and developments in the history of fiction.
!	**Objective 2: Compose essays drawn from personal experience and assigned texts.**	No Value	Assignments C.Students will write at least 2,500 words during the quarter. Of this total at least 1,000 must be an analytical, argumentative, or critical essay about the assigned reading and must demonstrate some achievement of learning outcomes

Changed	Questions	Current Version	Proposed Version
❗	**Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.**	No Value	Assignments C.Students will write at least 2,500 words during the quarter. Of this total at least 1,000 must be an analytical, argumentative, or critical essay about the assigned reading and must demonstrate some achievement of learning outcomes
❗	**Objective 4: Create syntactically varied sentences that are free of mechanical errors.**	No Value	Assignments C.Students will write at least 2,500 words during the quarter. Of this total at least 1,000 must be an analytical, argumentative, or critical essay about the assigned reading and must demonstrate some achievement of learning outcomes
❗	**Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.**	No Value	Assignments C.Students will write at least 2,500 words during the quarter. Of this total at least 1,000 must be an analytical, argumentative, or critical essay about the assigned reading and must demonstrate some achievement of learning outcomes

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.	No Value	No Value
	If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	A. Examine the nature and variety of fictional texts and styles. Read and discuss a diverse array of fiction. Readings will represent a variety of diverse authors and perspectives. Readings will include examples of major literary movements and developments in the history of fiction. Distinguish fiction of various types, forms, and styles.
❗	**Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	D. Analyze fiction from multiple critical perspectives. Encounter a variety of meanings and tensions in fiction, including cultural, psychological, historical, sociopolitical, biographical, formal/aesthetic, and linguistic. Discover and learn to value alternate interpretations of fiction through discussion and informal writing; this may include exploring various theoretical perspectives and critical approaches common to contemporary literary analysis, such as psychoanalytic theory, reader response, feminist gender studies, postcolonial theory, queer theory, and desconstructionist theory.

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	E. Recognize the contribution of fiction to human culture and consciousness. Assess the power, meaning, and values implicit in fictional texts. Explore cultural consciousness and beliefs as expressed in the language of fictional text.
❗	**Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	D. Analyze fiction from multiple critical perspectives. Encounter a variety of meanings and tensions in fiction, including cultural, psychological, historical, sociopolitical, biographical, formal/aesthetic, and linguistic. Discover and learn to value alternate interpretations of fiction through discussion and informal writing; this may include exploring various theoretical perspectives and critical approaches common to contemporary literary analysis, such as psychoanalytic theory, reader response, feminist gender studies, postcolonial theory, queer theory, and desconstructionist theory.
❗	**Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	B. Engage culturally diverse voices and perspectives and study fiction from a range of perspectives, including but not limited to national, global, ethnic, gender, and racially diverse views. Students will learn historical context, political perspective, and social consciousness situated within the narratives. Students will examine their repertoire, explore perspectives, and engage in discussions with peers .

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	B. Engage culturally diverse voices and perspectives and study fiction from a range of perspectives, including but not limited to national, global, ethnic, gender, and racially diverse views. Students will learn historical context, political perspective, and social consciousness situated within the narratives. Students will examine their repertoire, explore perspectives, and engage in discussions with peers .

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value
	Stage 7: Content Review Matrix Liaison	No Value	No Value
	Stage 8: Dean of Online Learning	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	ELIT 010	ELIT 010
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	11/12/2019	11/12/2019
	Curriculum Office Notes	• Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc	• Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value

Changed	Questions	Current Version	Proposed Version					
❗	**Stage 3: DEI**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			4/9/2026	Basic Course Information	Course Description	Suggested	Consider minor revisions to use welcoming, student-centered language and minimize the use of impersonal, course-centered language, and to describe the knowledge, skills, and abilities students will gain upon the completion of the course	N

Changed	Questions	Current Version	Proposed Version			
			4/9/2026	Specifications	Examples of Required Primary Texts and References	Thanks for noting in the DEI statement that "examples of Primary Texts and References include cost-conscious options." Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered low cost at De Anza if they are under $50.00. If there is no representative OER textbook, please let me know in the initiator response box. Please also let me know in the initiator response box if your	N; the course text is a literary text that is low cost. I did not find a representative OER.

Changed	Questions	Current Version	Proposed Version				
						textbook is low cost, and consider adding this information to the DEI Box if appropriate. This will satisfy the required component of this edit.	
			4/9/2026	Specifications	Examples of Primary Texts and References	Suggested	Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.	N

Changed	Questions	Current Version	Proposed Version			
					Do assignments do one or more of the following: (1) Provide choices in how students demonstrate proficiency; (2) Encourage students to connect course content to their own life, background, and experiences;	
			4/9/2026	SpecificationsAssignments	Suggested	(3) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider noting this for the relevant assignment. If not appropriate, let me know in the Initiator response box.	N

Changed	Questions	Current Version	Proposed Version				
			4/9/2026	Specifications	Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If not appropriate, let me know in the initiator response box. N
	Stage 4: Articulation Officer	No Value	No Value				
	Stage 5: De Anza General Education	No Value	No Value				
	Stage 6: Content Review Matrix Liaison	No Value	No Value				
	Stage 7: Dean of Online Learning	No Value	No Value				
	Stage 8: SLO Coordinator	No Value	No Value				
	Stage 10: Curriculum Committee	No Value	No Value				

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	ELITD010.
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000064753

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	

De Anza College

Change Report

06/08/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
A-Matrix Form	Objective 2: Compose essays drawn from personal experience and assigned texts.
A-Matrix Form	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.
A-Matrix Form	Objective 4: Create syntactically varied sentences that are free of mechanical errors.
A-Matrix Form	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.
H-Matrix Form	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Section	Changed field
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Comments	Stage 3: DEI
Comments	Stage 4: Articulation Officer
Comments	Stage 6: Content Review Matrix Liaison
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.

General Information

Changed	Field	Current Version	Proposed Version
!	**Faculty Initiator**	• Mi Chang	• Julie Pesano • Roberts, Becky
	Course ID (CB01A and CB01B)	ELITD017H	ELITD017H
	Course Control Number	CCC000592154	CCC000592154
	Course Title (CB02)	Introduction to Shakespeare - HONORS	Introduction to Shakespeare - HONORS
	Short Course Title	INTRO TO SHAKESPEARE - HONORS	INTRO TO SHAKESPEARE - HONORS
	TOP Code (CB03)	1501.00	1501.00 English
	CIP Code	English Language and Literature, General	23.0101 English Language and Literature, General
	Department	ELIT - English Literature	ELIT - English Literature
!	**Effective Term**	Fall 2025	Fall ~~2025~~ 2027
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
!	**Course Description**	This course analyzes representative Shakespearean sonnets, histories, tragedies, and comedies, placed within the literary and social context of the Renaissance as well as the context of contemporary culture. Students in this course will be expected to complete extra assignments to gain deeper insight into English literature.	In this course, students will learn to understand, appreciate and analyze the meaning and relevance of Shakespearean sonnets, histories, tragedies and comedies in the context of the Renaissance and in the context of our culture. This course is the honors version and as a result, includes more advanced assignments and assessments.
	Course Type (CB27)	• Lower Division	• Lower Division
!	**Mode of Delivery**	No value	• Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	**Discipline 1**	No value	• English

Changed	Field	Current Version	Proposed Version
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	**FSA**	No value	• FHDA FSA - ENGLISH

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is a major preparation requirement in the discipline of English for at least one CSU or UC. This course also meets a general education requirement for De Anza and Cal-GETC. This course belongs on the English AA Degree. This course provides an introduction to the work of William Shakespeare, one of the most important, enduring and influential writers in the English Language. This course is the honors version and as a result, includes more advanced assignments and assessments.	This course is a major preparation requirement in the discipline of English for at least one CSU or UC. This course also meets a general education requirement for De Anza and Cal-GETC. This course belongs on the English AA Degree. This course provides an introduction to the work of William Shakespeare, one of the most important, enduring and influential writers in the English Language. This course is the honors version and as a result, includes more advanced assignments and assessments.

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No	No

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	Yes - don't forget to duplicate the revisions in the honors/non-honors course	Yes - don't forget to duplicate the revisions in the honors/non-honors course

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No	No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No	No

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	In the course outline, Item A.6 requires students to consider Shakespeare's works in the contexts of the economic system, social hierarchies, religious worldviews, ethnicity and gender.
	Please check all areas in the COR that address DEI.	No value	• Basic Course Information - Course Description

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.

Changed	Field	Current Version	Proposed Version
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	
	Will the course fulfill a UC/CSU lower-division major requirement?	No	No
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	Yes	Yes

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program** Cal-GETC **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Cal-GETC **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Cal-GETC (In Development) **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Cal-GETC (In Development) **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program English **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** English **Award Type** Associate in Arts (A.A.) Degree
		Associated Program English **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** English **Award Type** Associate in Arts (A.A.) Degree
		Associated Program English for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** English for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program English for Transfer (In Development) **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** English for Transfer (In Development) **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU

Changed	Field	Current Version	Proposed Version
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved
	GE Information	**System/Institution** Cal-GETC **Area(s)** • CA3B - Approved. **-** No value **System/Institution** De Anza GE **Area(s)** • 2G3X - Approved. **-** No value	**System/Institution** Cal-GETC **Area(s)** • CA3B - Approved. **-** No value **System/Institution** De Anza GE **Area(s)** • 2G3X - Approved. **-** No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	4	4
	Lecture Hours - Out of Class	8	8
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144
	Lecture Hours - Course In-Class (Contact) per Term	48	48
	Lecture Hours - Course Out-of-Class per Term	96	96

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	48	48
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4	4
	Total Credit Units - Maximum Credit Units	4	4

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction** Lecture and visual aids Discussion of assigned reading In-class essays In-class exploration of Internet sites Collaborative learning and small group exercises	**Methods of Instruction** Methods of Instruction **Methods of Instruction** Lecture and visual aids Discussion of assigned reading In-class essays In-class exploration of Internet sites Collaborative learning and small group exercises, which may include acting out scenes or speeches

Changed	Field	Current Version	Proposed Version
❗	**Assignments**	1. Reading 1. Approximately five to eight plays as well as selected sonnets 2. Optional historical and critical essays 2. Writing: Minimum 2500 words of evaluated writing, including 1. At least 1500 words of analytical writing 2. Final examination or project 3. Other writing, including midterms, quizzes on reading, or additional essays 3. The honors project assignment should include one of the following: 1. Annotated Bibliography of 7-10 primary and critical texts related to the course period or topic, beyond those included in the primary course's assigned texts. 2. Additional critical analytical writing of 750-1000 words 3. Teach a 15-20 minute lesson to the class on a figure, text, movement, or cultural issue that pertains to the course period or topic accompanied by a detailed written lesson plan.	1. Reading 1. Approximately five to eight plays as well as selected sonnets 2. Optional historical and critical essays 2. Writing: Minimum 2500 words of evaluated writing, including 1. At least 1500 words of analytical writing 2. Informal writing in which students are invited to connect the text to their own lives or experience 3. Final examination or project 4. Other writing, including midterms, quizzes on reading, or additional essays 3. The honors project assignment should include one of the following: 1. Annotated Bibliography of 7-10 primary and critical texts related to the course period or topic, beyond those included in the primary course's assigned texts. 2. Additional critical analytical writing of 750-1000 words 3. Teach a 15-20 minute lesson to the class on a figure, text, movement, or cultural issue that pertains to the course period or topic accompanied by a detailed written lesson plan.
❗	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation** 1. Quizzes to assess the reading comprehension of texts 2. Class participation where students discuss readings, lead class discussion, and enacting scenes from the texts 3. In-class essays and tests to assess the written analysis of texts 4. Formal papers to assess the written capacity for analysis of texts 5. Final examination or project to evaluate the analysis of texts. 6. The Honors project assignment will be evaluated for depth of analysis, critical thinking skills, and a comprehensive discussion of the research topic.	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation** 1. Quizzes to assess the reading comprehension of texts 2. Class participation where students discuss readings, lead class discussion, and enacting scenes from the texts 3. In-class essays and tests to assess the written analysis of texts 4. Formal papers to assess the written capacity for analysis of texts. When possible, instructors will provide examples of strong and/or successful assignments to clarify expectations for all students. 5. Final examination or project to evaluate the analysis of texts. 6. The Honors project assignment will be evaluated for depth of analysis, critical thinking skills, and a comprehensive discussion of the research topic.
❗	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • None. **Essential College Facilities:** • None.	**Essential Student Materials:** • None **Essential College Facilities:** • None

Changed	Field	Current Version	Proposed Version
!	**Examples of Primary Texts and References**		

Current Version

Title	No value
Author	Bevington, David, "The Complete Works of Shakespeare." 7th Edition. New York: Longman, 2013
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	De Grazia, Margreta. "The New Cambridge Companion to Shakespeare (Cambridge Companions to Literature." 2nd edition. Cambridge: Cambridge University Press, 2010.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	McDonald, Russ. "The Bedford Companion to Shakespeare: An Introduction with Documents." Second Edition edition. New York; Bedford/St. Martin. 2001.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	"Open Source Shakespeare." Washington D.C.; George Mason University, 2019. http://www.opensourceshakespeare.org/
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Shakespeare, William. "The New Oxford Shakespeare: Modern Critical Edition: The Complete Works." Oxford; Oxford University Press. 2016
Publisher	No value
Date/Edition	No value

Proposed Version

Title	The Complete works of William Shakespeare
Author	Bevington, David
Publisher	Sirius
Date/Edition	2025
ISBN	9781398859319

Title	"Shakespeare's Works"
Author	Shakespeare, William
Publisher	Folger Shakespeare Library
Date/Edition	2026
ISBN	https://www.folger.edu/explore/shakespeares-works/

Title	"Open Source Shakespeare"
Author	Shakespeare, William
Publisher	George Mason University
Date/Edition	2026
ISBN	http://www.opensourceshakespeare.org/

Title	"The New Cambridge Companion to Shakespeare."
Author	De Grazia, Margreta.
Publisher	Cambridge University Press.
Date/Edition	2nd Edition. 2010.
ISBN	978-0521886321

Changed	Field	Current Version	Proposed Version
		ISBN No value	

Changed	Field	Current Version	Proposed Version
!	Suggested Reading List	**Reading List** Berger, Harry, Jr. "Second World and Green World." Berkeley: Uf of California P., 1988. **May include, but are not limited to** No value **Reading List** Bloom, Harold. "The Invention of the Human." New York: Riverhead Books, 1998. **May include, but are not limited to** No value **Reading List** Bloom, Harold, ed. "William Shakespeare's Henry IV, Part I." New York: Chelsea House, 1987. **May include, but are not limited to** No value **Reading List** Cheney, Patrick. "The Cambridge Companion to Shakespeare's Poetry Cambridge Companions to Literature" Cambridge: Cambridge University Press, 2007. **May include, but are not limited to** No value **Reading List** Crystal, David. "Shakespeare's Words: A Glossary and Language Companion." New York; Penguin Books. 2002. **May include, but are not limited to** No value **Reading List** Frye, Northrop. "Anatomy of Criticism." New York: Atheneum, 1966.	**Reading List** List:

Changed	Field	Current Version	Proposed Version
		May include, but are not limited to No value	**May include, but are not limited to** **Historical Background** • Cartelli, Thomas, and Katherine Rowe. *New Wave Shakespeare on Screen*. Polity Press, 2022. • Garber, Marjorie. Shakespeare and Modern Culture. Anchor, 2009. 978-0307390967 • Gurr, Andrew. The Shakespeare Company, 1594-1642. Cambridge University Press, 2010. 978-0300276367 • Shapiro, James. *Shakespeare in a Divided America*. Updated ed., Penguin Books, 2022. **Background on the Poetry and Linguistic Differences** • Cheney, Patrick. Reading Sixteenth-Century Poetry. Wiley-Blackwell. 2011. 978-1405169547 • Chrystal, David. Shakespeare's Words; A Glossary and Language Companion. Penguin, 2002. 978-0140291179 **Background on the Plays** • Bate, Jonathan. *The Genius of Shakespeare*. Updated ed., Oxford University Press, 2022. • Berger, Harry. Harrying; Skills of Offense in Shakespeare's Henriad. Fordham University Press. 2015. 978-0823256655 • Callaghan, Dympna. *Shakespeare Without Women: Representing Gender and Race on the Renaissance Stage*. Bloomsbury Arden Shakespeare, 2023. • Crystal, Ben. *Shakespeare on Toast: Getting a Taste for the Bard*. Icon Books, 2015. • Duncan, Sophie. *Searching for Juliet: The Lives and Deaths of Shakespeare's First Tragic Heroine*. Sceptre, 2023. • Frye, Northrop. Fools of Time; Studies in Shakespearean Tragedy. University of Toronto Press. 1996. 978-0802062154 • Greenblatt, Stephen. Second Chances. Yale University Press, 2024. 978-0300276367 • Joubin, Alexa Alice. *Shakespeare and East Asia*. Oxford University Press, 2021. • Karim-Cooper, Farah, The Great White Bard: Shakespeare, Race and the Future. Viking, 2023. 978-0593489376 • Reinhard Lupton, Julia. Thinking with Shakespeare. University of Chicago Press, 2011. 9480226496719 • Smith, Emma. *This Is Shakespeare*. Updated ed., Penguin Books, 2023. • Thompson, Ayanna, and Laura Turchi, editors. *Shakespeare and Race*. Bloomsbury Arden Shakespeare, 2021. • Winkler, Elizabeth. *Shakespeare Was a Woman and Other Heresies: How Doubting the Bard Became the Biggest Taboo in Literature*. Simon & Schuster, 2023.
		Reading List Garber, Marjorie. "Shakespeare and Modern Culture. New York:Knopf, 2008.	
		May include, but are not limited to No value	
		Reading List Greenblatt, Stephen. "Will in the World." New York: W.W. Norton, 2004.	
		May include, but are not limited to No value	
		Reading List Gurr, Andrew. "The Shakespearean Stage, 1574-1642." 2nd ed. Cambridge: Cambridge UP, 1980.	
		May include, but are not limited to No value	
		Reading List Holland, Norman N. "The Shakespearean Imagination." New York: Macmillan, 1964.	
		May include, but are not limited to No value	
		Reading List Kermode, Frank. "The Age of Shakespeare," New York: Modern Library, 2003	
		May include, but are not limited to No value	
		Reading List Mack, Maynard, Jr. "Killing the King." New Haven and London: Yale UP, 1973.	

Changed	Field	Current Version	Proposed Version
		May include, but are not limited to No value	
		Reading List McGuire, Laurie. "Studying Shakespeare: A Guide to the Plays" Oxford: Wiley-Blackwell; 1 edition. 2003.	
		May include, but are not limited to No value	
		Reading List Noble, Adrian. "How to do Shakespeare." London: Routledge, 2010.	
		May include, but are not limited to No value	
		Reading List Sanders, Julie. "The Cambridge Introduction to Early Modern Drama, 1576-1642" Cambridge; Cambridge UP, 2014.	
		May include, but are not limited to No value	
		Reading List Smith, Emma. "The Cambridge Introduction to Shakespeare." Cambridge: Cambridge UP, 2007.	
		May include, but are not limited to No value	
		Reading List "Shakespeare's Language," New York: Modern Library, 2003	
		May include, but are not limited to No value	

Changed	Field	Current Version	Proposed Version
		Reading List Vaughan, Alden T. "Shakespeare in America." Oxford: Oxford University Press, 2013. **May include, but are not limited to** No value	
		Reading List Greenblatt Stephen. Tyrant: Shakespeare on Politics. W. W. Norton & Company, 2013. **May include, but are not limited to** No value	
		Reading List Asquith, Clare. Shadowplay: The Hidden Beliefs and Coded Politics of William Shakespeare Public Affairs, 2018. **May include, but are not limited to** No value	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Analyze the social and cultural contexts and stereotypes in the poetry and drama of Shakespeare • Analyze Shakespeare's poetry and drama using the conventions of literary study • Apply genre based analysis to the poetry and drama of Shakespeare. • Examine the characteristic development and presentation of human character in the poetry and drama of Shakespeare • Recognize the contemporary relevance and historical specificity of Shakespeare's writings through examination of modern, dramatic interpretations, rewritings, and adaptations from diverse cultures • Relate the characters and situations in Shakespeare's poetry and drama to contemporary life, including the dilemmas faced by students themselves. • Interpret Shakespeare's use of language, using the techniques of literary study. • Develop, compare, and test alternative interpretations of and approaches to the texts. • Produce analytical and challenging work in the Honors assignment.	• Analyze the social and cultural contexts and stereotypes in the poetry and drama of Shakespeare • Analyze Shakespeare's poetry and drama using the conventions of literary study • Apply genre based analysis to the poetry and drama of Shakespeare. • Examine the characteristic development and presentation of human character in the poetry and drama of Shakespeare • Recognize the contemporary relevance and historical specificity of Shakespeare's writings through examination of modern, dramatic interpretations, rewritings, and adaptations from diverse cultures • Relate the characters and situations in Shakespeare's poetry and drama to contemporary life, including the dilemmas faced by students themselves. • Interpret Shakespeare's use of language, using the techniques of literary study. • Develop, compare, and test alternative interpretations of and approaches to the texts. • Produce analytical and challenging work in the Honors assignment.

Changed	Field	Current Version	Proposed Version
	CSLOs	**CSLOs** Demonstrate the ability to analyze social and cultural contexts in the poetic and dramatic literature of William Shakespeare. **Expected SLO Performance** 0.0	**CSLOs** Demonstrate the ability to analyze social and cultural contexts in the poetic and dramatic literature of William Shakespeare. **Expected SLO Performance** 0.0
		CSLOs Produce analytical writing based on complex texts. **Expected SLO Performance** 0.0	**CSLOs** Produce analytical writing based on complex texts. **Expected SLO Performance** 0.0
		CSLOs Show the ability to examine the use of language in literature. **Expected SLO Performance** 0.0	**CSLOs** Show the ability to examine the use of language in literature. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
!	**Course Content**	1. Analyze the social and cultural contexts and stereotypes in the poetry and drama of Shakespeare 1. Elizabethan/Jacobean society 2. Colonial expansion and European political rivalries 3. Pre-Shakespearean English history 4. Economic system and social hierarchies 5. Religious worldviews: Catholic and Protestant 6. Ethnicity 7. Gender 2. Analyze Shakespeare's poetry and drama using the conventions of literary study 1. Shakespeare's source materials 2. Shakespeare's models 3. Contemporary Elizabethan and Jacobean plays and poetry 4. Contemporary dramatic conventions 3. Apply genre based analysis to the poetry and drama of Shakespeare. 1. Dramatic performance 2. Comedy 3. Tragedy 4. History 5. Sonnet 4. Examine the characteristic development and presentation of human character in the poetry and drama of Shakespeare 1. Psychological realism 2. Consciousness and self-awareness as aspects of literary character 3. The development and use of the soliloquy 4. Family structure and gender relationships as functions of character 5. Recognize the contemporary relevance and historical specificity of Shakespeare's writings through examination of modern, dramatic interpretations, rewritings, and adaptations from diverse cultures 1. Productions of plays around the globe, such as a Japanese "Macbeth" or a Bosnian "As You Like It." 2. Contrasting directorial interpretations 6. Relate the characters and situations in Shakespeare's poetry and drama to contemporary life, including the dilemmas faced by students themselves. 1. Illusion vs. reality 2. Individual vs. society 3. Heroic ideal 4. Vision of human condition 7. Interpret Shakespeare's use of language, using the techniques of literary study. 1. Unfamiliar words, usages, neologisms 2. Allusion 3. Recurrent and related metaphors and images 4. Multiple meanings of language 8. Develop, compare, and test alternative interpretations of and approaches to the texts. 1. Cultural criticism 2. Post-colonial criticism 3. Postmodern criticism 4. Psychological criticism	1. Analyze the social and cultural contexts and stereotypes in the poetry and drama of Shakespeare 1. Elizabethan/Jacobean society 2. Colonial expansion and European political rivalries 3. Pre-Shakespearean English history 4. Economic system and social hierarchies 5. Religious worldviews: Catholic and Protestant 6. Ethnicity 7. Gender 2. Analyze Shakespeare's poetry and drama using the conventions of literary study 1. Shakespeare's source materials 2. Shakespeare's models 3. Contemporary Elizabethan and Jacobean plays and poetry 4. Contemporary dramatic conventions 3. Apply genre based analysis to the poetry and drama of Shakespeare. 1. Dramatic performance 2. Comedy 3. Tragedy 4. History 5. Sonnet 4. Examine the characteristic development and presentation of human character in the poetry and drama of Shakespeare 1. Psychological realism 2. Consciousness and self-awareness as aspects of literary character 3. The development and use of the soliloquy 4. Family structure and gender relationships as functions of character 5. Recognize the contemporary relevance and historical specificity of Shakespeare's writings through examination of modern, dramatic interpretations, rewritings, and adaptations from diverse cultures 1. Productions of plays around the globe, such as a Japanese "Macbeth" or a Bosnian "As You Like It." 2. Contrasting directorial interpretations 6. Relate the characters and situations in Shakespeare's poetry and drama to contemporary life, including the dilemmas faced by students themselves. 1. Illusion vs. reality 2. Individual vs. society 3. Heroic ideal 4. Vision of human condition 7. Interpret Shakespeare's use of language, using the techniques of literary study. 1. Unfamiliar words, usages, neologisms 2. Allusion 3. Recurrent and related metaphors and images 4. Multiple meanings of language 8. Develop, compare, and test alternative interpretations of and approaches to the texts. 1. Cultural criticism 2. Post-colonial criticism 3. Postmodern criticism 4. Psychological criticism

Changed	Field	Current Version	Proposed Version
		9. Produce analytical and challenging work in the Honors assignment. 1. Evaluate critically secondary texts. 2. Demonstrate in-depth comprehension of course content.	9. Produce analytical and challenging work in the Honors assignment. 1. Evaluate critically secondary texts. 2. Demonstrate in-depth comprehension of course content.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ENGL C1000 or ENGL C1000H or ESL D005.	ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Not open to students with credit in the non-Honors related course.) (Admission into this course requires consent of the Honors Program Coordinator.)	(Not open to students with credit in the non-Honors related course.) (Admission into this course requires consent of the Honors Program Coordinator.)
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	Students analyze Shakespeare's poetry and drama within diverse historical, cultural, and global contexts (e.g., Elizabethan society, religion, gender, and modern adaptations), requiring the ability to interpret culturally and rhetorically complex texts (Outline A, Outline E; Methods of Evaluation A, Methods of Evaluation B).

Changed	Questions	Current Version	Proposed Version
❗	**Objective 2: Compose essays drawn from personal experience and assigned texts.**	No Value	Students write analytical essays interpreting Shakespeare's works and relating themes to contemporary life, requiring the ability to develop, organize, and support written arguments (Outline F; Assignments B.1, Assignments B.3).
❗	**Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.**	No Value	Students complete formal literary analyses and research assignments using MLA citation, requiring prior knowledge of academic formatting and source integration (Assignments B.1; Methods of Evaluation D).
❗	**Objective 4: Create syntactically varied sentences that are free of mechanical errors.**	No Value	Students produce polished analytical writing in essays and exams, requiring control of grammar, syntax, and clarity expected from college-level composition (Assignments B.1, Assignments B.3; Methods of Evaluation C, Methods of Evaluation D).
❗	**Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.**	No Value	Students apply multiple critical approaches (e.g., psychological, postcolonial, cultural criticism) to interpret Shakespeare's texts, requiring the ability to evaluate diverse perspectives (Outline H; Methods of Evaluation B, Methods of Evaluation D).

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value
!	**Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.**	No Value	Student may not enroll if they have previously passed non-honors version. Admission into this course requires consent of the Honors Program Coordinator.
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
!	**Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	A. Analyze the social and cultural contexts and stereotypes in the poetry and drama of Shakespeare 1. Elizabethan/Jacobean society 2. Colonial expansion and European political rivalries 3. Pre-Shakespearean English history 4. Economic system and social hierarchies 5. Religious worldviews: Catholic and Protestant 6. Ethnicity 7. Gender B. Analyze Shakespeare's poetry and drama using the conventions of literary study 1. Shakespeare's source materials 2. Shakespeare's models 3. Contemporary Elizabethan and Jacobean plays and poetry 4. Contemporary dramatic conventions C. Apply genre based analysis to the poetry and drama of Shakespeare. 1. Dramatic performance 2. Comedy 3. Tragedy 4. History 5. Sonnet
!	**Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	B. Class participation where students discuss readings, lead class discussion, and enacting scenes from the texts Assignments B. Writing: Minimum 2500 words of evaluated writing, including 1. At least 1500 words of analytical writing 2. Final examination or project 3. Other writing, including midterms, quizzes on reading, or additional essays Methods of Instruction Collaborative learning and small group exercises
!	**Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	H. Develop, compare, and test alternative interpretations of and approaches to the texts. 1. Cultural criticism 2. Post-colonial criticism 3. Postmodern criticism 4. Psychological criticism Methods of Evaluation C. In-class essays and tests to assess the written analysis of texts D. Formal papers to assess the written capacity for analysis of texts

Changed	Questions	Current Version	Proposed Version
!	**Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	A. Analyze the social and cultural contexts and stereotypes in the poetry and drama of Shakespeare 6. Ethnicity 7. Gender E. Recognize the contemporary relevance and historical specificity of Shakespeare's writings through examination of modern, dramatic interpretations, rewritings, and adaptations from diverse cultures 1. Productions of plays around the globe, such as a Japanese "Macbeth" or a Bosnian "As You Like It." 2. Contrasting directorial interpretations
!	**Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	A. Analyze the social and cultural contexts and stereotypes in the poetry and drama of Shakespeare 1. Elizabethan/Jacobean society 2. Colonial expansion and European political rivalries 3. Pre-Shakespearean English history 4. Religious worldviews: Catholic and Protestant E. Recognize the contemporary relevance and historical specificity of Shakespeare's writings through examination of modern, dramatic interpretations, rewritings, and adaptations from diverse cultures
!	**Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	B. Class participation where students discuss readings, lead class discussion, and enacting scenes from the texts Methods of Instruction Lecture and visual aids Discussion of assigned reading In-class essays In-class exploration of Internet sites Collaborative learning and small group exercises

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value
	Stage 7: Content Review Matrix Liaison	No Value	No Value
	Stage 8: Dean of Online Learning	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value
	Stage 10: De Anza General Education	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Stage 13: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	ELIT 017H	ELIT 017H
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	Honors	Honors
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
	Curriculum Office Notes	• Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc	• Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value

Changed	Questions	Current Version	Proposed Version					
❗	**Stage 3: DEI**	No Value						
			Date	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			3/26/2026	Basic Course Information	Course Description	Suggested	Consider minor revisions to use welcoming, student-centered language and minimize the use of impersonal, course-centered language, and to describe the knowledge, skills, and abilities students will gain upon the completion of the course	y
			3/26/2026	Specifications	Examples of Primary Texts and References	Required	Thanks for providing this example of primary texts and references. I believe that ""Open Source Shakespeare." qualifies as an Open Educational Resource (OER), but I couldn't find its specific licensing information. **If you could confirm that this is an OER in the Initiator Response box I would appreciate it - this will satisfy the required part of this edit.**	y
			3/26/2026	Specifications	Examples of Primary Texts and References	Suggested	Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.	y
			3/26/2026	Specifications	Assignments	Suggested	Do assignments do one or more of the following: (1) Encourage students to connect course content to their own life, background, and experiences; (2) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. **If yes, consider noting this for the relevant assignment. If not appropriate, let me know in the Initiator response box.**	y
			3/26/2026	Specifications	Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? **If yes, consider noting this for the relevant evaluation method. If not appropriate, let me know in the initiator response box.**	y

Changed	Questions	Current Version	Proposed Version						
!	**Stage 4: Articulation Officer**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**		**Initiator - Indicate "Y" When Completed or Initiator's Response**
			04/09/26	Specifications	Primary Texts	Required	The primary texts in the Honors version of the course do not match the texts listed in the standard version. To maintain UC-transferability, courses must have at least one primary text published within seven years of the effective date of the course (2020 or more recent for courses effective 2027). Could you please update the textbooks to match the standard course, which has more recent texts listed? Here are the books you have listed in the standard course: Bevington, David. "The Complete Works of William Shakespeare." Sirius. 2025 9781398859319 Shakespeare, William. "Shakespeare's Works." Folger Shakespeare Library. 2026. https://www.folger.edu/explore/shakespeares-works/. Shakespeare, William. "Open Source Shakespeare." George Mason University. 2026. http://www.opensourceshakespeare.org/ De Grazia, Margreta. "The New Cambridge Companion to Shakespeare." Cambridge University Press. 2nd Edition. 2010. 978-0521886321 Thank you!		Y I fixed it.
	Stage 5: De Anza General Education	No Value	No Value						
!	**Stage 6: Content Review Matrix Liaison**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**	
			4/21/26	Matrix H	Objective 2	Required	Include the requirement "Admission into this course requires consent of the Honors Program Coordinator."	Y	
	Stage 7: Dean of Online Learning	No Value	No Value						
	Stage 8: SLO Coordinator	No Value	No Value						

Changed	Questions	Current Version	Proposed Version
	Stage 10: Curriculum Committee	No Value	No Value

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	ELITD017H
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000592154

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	

De Anza College

Change Report

06/08/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
A-Matrix Form	Objective 2: Compose essays drawn from personal experience and assigned texts.
A-Matrix Form	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.
A-Matrix Form	Objective 4: Create syntactically varied sentences that are free of mechanical errors.
A-Matrix Form	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Section	Changed field
Comments	Stage 3: DEI
Comments	Stage 7: Dean of Online Learning
DEI Review	Please check all areas in the COR that address DEI.
DEI Review	Please summarize the ways in which your course includes DEI.

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• Mi Chang	• Julie Pesano • Roberts, Becky
	Course ID (CB01A and CB01B)	ELITD017.	ELITD017.
	Course Control Number	CCC000206581	CCC000206581
	Course Title (CB02)	Introduction to Shakespeare	Introduction to Shakespeare
	Short Course Title	INTRO TO SHAKESPEARE	INTRO TO SHAKESPEARE
	TOP Code (CB03)	1501.00	1501.00 English
	CIP Code	English Language and Literature, General	23.0101 English Language and Literature, General
	Department	ELIT - English Literature	ELIT - English Literature
❗	**Effective Term**	Fall 2025	Fall ~~2025~~ 2027
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
❗	**Course Description**	This course analyzes representative Shakespearean sonnets, histories, tragedies, and comedies, placed within the literary and social context of the Renaissance as well as the context of contemporary culture.	In this course, students will learn to understand, appreciate and analyze the meaning and relevance of Shakespearean sonnets, histories, tragedies and comedies in the context of the Renaissance and in the context of our culture.
	Course Type (CB27)	• Lower Division	• Lower Division
❗	**Mode of Delivery**	No value	• Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• English
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - ENGLISH

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is a major preparation requirement in the discipline of English for at least one CSU or UC. This course also meets a general education requirement for De Anza and Cal-GETC. This course belongs on the English AA Degree. This course provides an introduction to the work of William Shakespeare, one of the most important, enduring and influential writers in the English Language.	This course is a major preparation requirement in the discipline of English for at least one CSU or UC. This course also meets a general education requirement for De Anza and Cal-GETC. This course belongs on the English AA Degree. This course provides an introduction to the work of William Shakespeare, one of the most important, enduring and influential writers in the English Language.

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No	No

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	Yes - don't forget to duplicate the revisions in the honors/non-honors course	Yes - don't forget to duplicate the revisions in the honors/non-honors course

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No	No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No	No

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No

DEI Review

Changed	Field	Current Version	Proposed Version
❗	**Please check all areas in the COR that address DEI.**	No value	• Basic Course Information - Course Description
	Please summarize the ways in which your course includes DEI.	No value	In the course outline, Item A.6 requires students to consider Shakespeare's works in the contexts of the economic system, social hierarchies, religious worldviews, ethnicity and gender.

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass

Changed	Field	Current Version	Proposed Version
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	
	Will the course fulfill a UC/CSU lower-division major requirement?	No	No
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	Yes	Yes

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program** Cal-GETC **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Cal-GETC **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Cal-GETC (In Development) **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Cal-GETC (In Development) **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program English **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** English **Award Type** Associate in Arts (A.A.) Degree
		Associated Program English **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** English **Award Type** Associate in Arts (A.A.) Degree
		Associated Program English for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** English for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program English for Transfer (In Development) **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** English for Transfer (In Development) **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU

Changed	Field	Current Version	Proposed Version
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved
	GE Information	**System/Institution** Cal-GETC **Area(s)** • CA3B - Approved. **-** No value **System/Institution** De Anza GE **Area(s)** • 2G3X - Approved. **-** No value	**System/Institution** Cal-GETC **Area(s)** • CA3B - Approved. **-** No value **System/Institution** De Anza GE **Area(s)** • 2G3X - Approved. **-** No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	4	4
	Lecture Hours - Out of Class	8	8
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144
	Lecture Hours - Course In-Class (Contact) per Term	48	48
	Lecture Hours - Course Out-of-Class per Term	96	96

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	48	48
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4	4
	Total Credit Units - Maximum Credit Units	4	4

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
!	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading In-class essays In-class exploration of Internet sites Collaborative learning and small group exercises	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading In-class essays In-class exploration of Internet sites Collaborative learning and small group exercises, which may include acting out scenes or speeches
!	**Assignments**	1. Reading 1. Approximately five to eight plays as well as selected sonnets 2. Optional historical and critical essays 2. Writing: Minimum 2500 words of evaluated writing, including 1. At least 1500 words of analytical writing 2. Final examination or project 3. Other writing, including midterms, quizzes on reading, or additional essays	1. Reading 1. Approximately five to eight plays as well as selected sonnets 2. Optional historical and critical essays 2. Writing: Minimum 2500 words of evaluated writing, including 1. At least 1500 words of analytical writing 2. Informal writing in which students are invited to connect the text to their own lives or experience 3. Final examination or project 4. Other writing, including midterms, quizzes on reading, or additional essays

Changed	Field	Current Version	Proposed Version
❗	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation** 1. Quizzes to assess the reading comprehension of texts 2. Class participation where students discuss readings, lead class discussion, and enacting scenes from the texts 3. In-class essays and tests to assess the written analysis of texts 4. Formal papers to assess the written capacity for analysis of texts 5. Final examination or project to evaluate the analysis of texts.	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation** 1. Quizzes to assess the reading comprehension of texts 2. Class participation where students discuss readings, lead class discussion, and enacting scenes from the texts 3. In-class essays and tests to assess the written analysis of texts 4. Formal papers to assess the written capacity for analysis of texts. When possible, instructors will provide examples of strong and/or successful assignments to clarify expectations for all students. 5. Final examination or project to evaluate the analysis of texts.
❗	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • None. **Essential College Facilities:** • None.	**Essential Student Materials:** • None **Essential College Facilities:** • None

Changed	Field	Current Version	Proposed Version
!	**Examples of Primary Texts and References**		

Current Version

Title	No value
Author	Bevington, David, "The Complete Works of Shakespeare." 7th Edition. New York: Longman, 2013
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	De Grazia, Margreta. "The New Cambridge Companion to Shakespeare." ("Cambridge Companions to Literature.") 2nd edition. Cambridge: Cambridge University Press, 2010.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	McDonald, Russ. "The Bedford Companion to Shakespeare: An Introduction with Documents." Second Edition edition. New York; Bedford/St. Martin. 2001.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	"Open Source Shakespeare." Washington D.C.; George Mason University, 2019. http://www.opensourceshakespeare.org/
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Shakespeare, William. "The New Oxford Shakespeare: Modern Critical Edition: The Complete Works." Oxford; Oxford University Press. 2016
Publisher	No value
Date/Edition	No value

Proposed Version

Title	"The Complete Works of William Shakespeare."
Author	Bevington, David.
Publisher	Sirius.
Date/Edition	2025
ISBN	9781398859319

Title	"Shakespeare's Works."
Author	Shakespeare, William.
Publisher	Folger Shakespeare Library.
Date/Edition	2026.
ISBN	https://www.folger.edu/explore/shakespeares-works/.

Title	"Open Source Shakespeare."
Author	Shakespeare, William.
Publisher	George Mason University.
Date/Edition	2026.
ISBN	http://www.opensourceshakespeare.org/

Title	"The New Cambridge Companion to Shakespeare."
Author	De Grazia, Margreta.
Publisher	Cambridge University Press.
Date/Edition	2nd Edition. 2010.
ISBN	978-0521886321

Changed	Field	Current Version	Proposed Version
		ISBN No value	

Changed	Field	Current Version	Proposed Version
!	Suggested Reading List	**Reading List** Berger, Harry, Jr. "Second World and Green World." Berkeley: Uf of California P., 1988. **May include, but are not limited to** No value **Reading List** Bloom, Harold. "The Invention of the Human." New York: Riverhead Books, 1998. **May include, but are not limited to** No value **Reading List** Bloom, Harold, ed. "William Shakespeare's Henry IV, Part I." New York: Chelsea House, 1987. **May include, but are not limited to** No value **Reading List** Cheney, Patrick. "The Cambridge Companion to Shakespeare's Poetry Cambridge Companions to Literature" Cambridge: Cambridge University Press, 2007. **May include, but are not limited to** No value **Reading List** Crystal, David. "Shakespeare's Words: A Glossary and Language Companion." New York; Penguin Books. 2002. **May include, but are not limited to** No value **Reading List** Frye, Northrop. "Anatomy of Criticism." New York: Atheneum, 1966.	**Reading List** List:

Changed	Field	Current Version	Proposed Version
		May include, but are not limited to No value	**May include, but are not limited to** **Historical Background** • Cartelli, Thomas, and Katherine Rowe. *New Wave Shakespeare on Screen*. Polity Press, 2022. • Garber, Marjorie. Shakespeare and Modern Culture. Anchor, 2009. 978-0307390967 • Gurr, Andrew. The Shakespeare Company, 1594-1642. Cambridge University Press, 2010. 978-0300276367 • Shapiro, James. *Shakespeare in a Divided America*. Updated ed., Penguin Books, 2022. **Background on the Poetry and Linguistic Differences** • Cheney, Patrick. Reading Sixteenth-Century Poetry. Wiley-Blackwell. 2011. 978-1405169547 • Chrystal, David. Shakespeare's Words; A Glossary and Language Companion. Penguin, 2002. 978-0140291179 **Background on the Plays** • Bate, Jonathan. *The Genius of Shakespeare*. Updated ed., Oxford University Press, 2022. • Berger, Harry. Harrying; Skills of Offense in Shakespeare's Henriad. Fordham University Press. 2015. 978-0823256655 • Callaghan, Dympna. *Shakespeare Without Women: Representing Gender and Race on the Renaissance Stage*. Bloomsbury Arden Shakespeare, 2023. • Crystal, Ben. *Shakespeare on Toast: Getting a Taste for the Bard*. Icon Books, 2015. • Duncan, Sophie. *Searching for Juliet: The Lives and Deaths of Shakespeare's First Tragic Heroine*. Sceptre, 2023. • Frye, Northrop. Fools of Time; Studies in Shakespearean Tragedy. University of Toronto Press. 1996. 978-0802062154 • Greenblatt, Stephen. Second Chances. Yale University Press, 2024. 978-0300276367 • Joubin, Alexa Alice. *Shakespeare and East Asia*. Oxford University Press, 2021. • Karim-Cooper, Farah, The Great White Bard: Shakespeare, Race and the Future. Viking, 2023. 978-0593489376 • Reinhard Lupton, Julia. Thinking with Shakespeare. University of Chicago Press, 2011. 9480226496719 • Smith, Emma. *This Is Shakespeare*. Updated ed., Penguin Books, 2023. • Thompson, Ayanna, and Laura Turchi, editors. *Shakespeare and Race*. Bloomsbury Arden Shakespeare, 2021. • Winkler, Elizabeth. *Shakespeare Was a Woman and Other Heresies: How Doubting the Bard Became the Biggest Taboo in Literature*. Simon & Schuster, 2023.
		Reading List Garber, Marjorie. "Shakespeare and Modern Culture. New York:Knopf, 2008. **May include, but are not limited to** No value	
		Reading List Greenblatt, Stephen. "Will in the World." New York: W.W. Norton, 2004. **May include, but are not limited to** No value	
		Reading List Gurr, Andrew. "The Shakespearean Stage, 1574-1642." 2nd ed. Cambridge: Cambridge UP, 1980. **May include, but are not limited to** No value	
		Reading List Holland, Norman N. "The Shakespearean Imagination." New York: Macmillan, 1964. **May include, but are not limited to** No value	
		Reading List Kermode, Frank. "The Age of Shakespeare," New York: Modern Library, 2003 **May include, but are not limited to** No value	
		Reading List Mack, Maynard, Jr. "Killing the King." New Haven and London: Yale UP, 1973.	

Changed	Field	Current Version	Proposed Version
		May include, but are not limited to No value	
		Reading List McGuire, Laurie. "Studying Shakespeare: A Guide to the Plays" Oxford: Wiley-Blackwell; 1 edition. 2003.	
		May include, but are not limited to No value	
		Reading List Noble, Adrian. "How to do Shakespeare." London: Routledge, 2010.	
		May include, but are not limited to No value	
		Reading List Sanders, Julie. "The Cambridge Introduction to Early Modern Drama, 1576-1642" Cambridge; Cambridge UP, 2014.	
		May include, but are not limited to No value	
		Reading List Smith, Emma. "The Cambridge Introduction to Shakespeare." Cambridge: Cambridge UP, 2007.	
		May include, but are not limited to No value	
		Reading List "Shakespeare's Language," New York: Modern Library, 2003	
		May include, but are not limited to No value	

Changed	Field	Current Version	Proposed Version
		Reading List Vaughan, Alden T. "Shakespeare in America." Oxford: Oxford University Press, 2013. **May include, but are not limited to** No value	
		Reading List Greenblatt, Stephen. Tyrant: Shakespeare on Politics. W. W. Norton & Company; 1 edition (May 8, 2018) **May include, but are not limited to** No value	
		Reading List Asquith, Clare. Shadowplay: The Hidden Beliefs and Coded Politics of William Shakespeare. PublicAffairs (2018). **May include, but are not limited to** No value	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Analyze the social and cultural contexts and stereotypes in the poetry and drama of Shakespeare • Analyze Shakespeare's poetry and drama using the conventions of literary study • Apply genre based analysis to the poetry and drama of Shakespeare. • Examine the characteristic development and presentation of human character in the poetry and drama of Shakespeare • Recognize the contemporary relevance and historical specificity of Shakespeare's writings through examination of modern, dramatic interpretations, rewritings, and adaptations from diverse cultures • Relate the characters and situations in Shakespeare's poetry and drama to contemporary life, including the dilemmas faced by students themselves. • Interpret Shakespeare's use of language, using the techniques of literary study. • Develop, compare, and test alternative interpretations of and approaches to the texts.	• Analyze the social and cultural contexts and stereotypes in the poetry and drama of Shakespeare • Analyze Shakespeare's poetry and drama using the conventions of literary study • Apply genre based analysis to the poetry and drama of Shakespeare. • Examine the characteristic development and presentation of human character in the poetry and drama of Shakespeare • Recognize the contemporary relevance and historical specificity of Shakespeare's writings through examination of modern, dramatic interpretations, rewritings, and adaptations from diverse cultures • Relate the characters and situations in Shakespeare's poetry and drama to contemporary life, including the dilemmas faced by students themselves. • Interpret Shakespeare's use of language, using the techniques of literary study. • Develop, compare, and test alternative interpretations of and approaches to the texts.

Changed	Field	Current Version	Proposed Version
	CSLOs	**CSLOs** Demonstrate the ability to analyze social and cultural contexts in the poetic and dramatic literature of William Shakespeare. **Expected SLO Performance** 0.0	**CSLOs** Demonstrate the ability to analyze social and cultural contexts in the poetic and dramatic literature of William Shakespeare. **Expected SLO Performance** 0.0
		CSLOs Produce analytical writing based on complex texts. **Expected SLO Performance** 0.0	**CSLOs** Produce analytical writing based on complex texts. **Expected SLO Performance** 0.0
		CSLOs Show the ability to examine the use of language in literature. **Expected SLO Performance** 0.0	**CSLOs** Show the ability to examine the use of language in literature. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	1. Analyze the social and cultural contexts and stereotypes in the poetry and drama of Shakespeare 1. Elizabethan/Jacobean society 2. Colonial expansion and European political rivalries 3. Pre-Shakespearean English history 4. Economic system and social hierarchies 5. Religious worldviews: Catholic and Protestant 6. Ethnicity 7. Gender 2. Analyze Shakespeare's poetry and drama using the conventions of literary study 1. Shakespeare's source materials 2. Shakespeare's models 3. Contemporary Elizabethan and Jacobean plays and poetry 4. Contemporary dramatic conventions 3. Apply genre based analysis to the poetry and drama of Shakespeare. 1. Dramatic performance 2. Comedy 3. Tragedy 4. History 5. Sonnet 4. Examine the characteristic development and presentation of human character in the poetry and drama of Shakespeare 1. Psychological realism 2. Consciousness and self-awareness as aspects of literary character 3. The development and use of the soliloquy 4. Family structure and gender relationships as functions of character 5. Recognize the contemporary relevance and historical specificity of Shakespeare's writings through examination of modern, dramatic interpretations, rewritings, and adaptations from diverse cultures 1. Productions of plays around the globe, such as a Japanese "Macbeth" or a Bosnian "As You Like It." 2. Contrasting directorial interpretations 6. Relate the characters and situations in Shakespeare's poetry and drama to contemporary life, including the dilemmas faced by students themselves. 1. Illusion vs. reality 2. Individual vs. society 3. Heroic ideal 4. Vision of human condition 7. Interpret Shakespeare's use of language, using the techniques of literary study. 1. Unfamiliar words, usages, neologisms 2. Allusion 3. Recurrent and related metaphors and images 4. Multiple meanings of language 8. Develop, compare, and test alternative interpretations of and approaches to the texts. 1. Cultural criticism 2. Post-colonial criticism 3. Postmodern criticism 4. Psychological criticism	1. Analyze the social and cultural contexts and stereotypes in the poetry and drama of Shakespeare 1. Elizabethan/Jacobean society 2. Colonial expansion and European political rivalries 3. Pre-Shakespearean English history 4. Economic system and social hierarchies 5. Religious worldviews: Catholic and Protestant 6. Ethnicity 7. Gender 2. Analyze Shakespeare's poetry and drama using the conventions of literary study 1. Shakespeare's source materials 2. Shakespeare's models 3. Contemporary Elizabethan and Jacobean plays and poetry 4. Contemporary dramatic conventions 3. Apply genre based analysis to the poetry and drama of Shakespeare. 1. Dramatic performance 2. Comedy 3. Tragedy 4. History 5. Sonnet 4. Examine the characteristic development and presentation of human character in the poetry and drama of Shakespeare 1. Psychological realism 2. Consciousness and self-awareness as aspects of literary character 3. The development and use of the soliloquy 4. Family structure and gender relationships as functions of character 5. Recognize the contemporary relevance and historical specificity of Shakespeare's writings through examination of modern, dramatic interpretations, rewritings, and adaptations from diverse cultures 1. Productions of plays around the globe, such as a Japanese "Macbeth" or a Bosnian "As You Like It." 2. Contrasting directorial interpretations 6. Relate the characters and situations in Shakespeare's poetry and drama to contemporary life, including the dilemmas faced by students themselves. 1. Illusion vs. reality 2. Individual vs. society 3. Heroic ideal 4. Vision of human condition 7. Interpret Shakespeare's use of language, using the techniques of literary study. 1. Unfamiliar words, usages, neologisms 2. Allusion 3. Recurrent and related metaphors and images 4. Multiple meanings of language 8. Develop, compare, and test alternative interpretations of and approaches to the texts. 1. Cultural criticism 2. Post-colonial criticism 3. Postmodern criticism 4. Psychological criticism

Changed	Field	Current Version	Proposed Version
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ENGL C1000 or ENGL C1000H or ESL D005.	ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Not open to students with credit in the Honors Program related course.)	(Not open to students with credit in the Honors Program related course.)
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
!	**Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.**	No Value	Students analyze Shakespeare's poetry and drama within diverse historical, cultural, and global contexts (e.g., Elizabethan society, religion, gender, and modern adaptations), requiring the ability to interpret culturally and rhetorically complex texts (Outline A, Outline E; Methods of Evaluation A, Methods of Evaluation B).
!	**Objective 2: Compose essays drawn from personal experience and assigned texts.**	No Value	Students write analytical essays interpreting Shakespeare's works and relating themes to contemporary life, requiring the ability to develop, organize, and support written arguments (Outline F; Assignments B.1, Assignments B.3).
!	**Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.**	No Value	Students complete formal literary analyses and research assignments using MLA citation, requiring prior knowledge of academic formatting and source integration (Assignments B.1; Methods of Evaluation D).

Changed	Questions	Current Version	Proposed Version
❗	**Objective 4: Create syntactically varied sentences that are free of mechanical errors.**	No Value	Students produce polished analytical writing in essays and exams, requiring control of grammar, syntax, and clarity expected from college-level composition (Assignments B.1, Assignments B.3; Methods of Evaluation C, Methods of Evaluation D).
❗	**Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.**	No Value	Students apply multiple critical approaches (e.g., psychological, postcolonial, cultural criticism) to interpret Shakespeare's texts, requiring the ability to evaluate diverse perspectives (Outline H; Methods of Evaluation B, Methods of Evaluation D).

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.	No Value	No Value
	If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	A. Analyze the social and cultural contexts and stereotypes in the poetry and drama of Shakespeare 1. Elizabethan/Jacobean society 2. Colonial expansion and European political rivalries 3. Pre-Shakespearean English history 4. Economic system and social hierarchies 5. Religious worldviews: Catholic and Protestant 6. Ethnicity 7. Gender B. Analyze Shakespeare's poetry and drama using the conventions of literary study 1. Shakespeare's source materials 2. Shakespeare's models 3. Contemporary Elizabethan and Jacobean plays and poetry 4. Contemporary dramatic conventions C. Apply genre based analysis to the poetry and drama of Shakespeare. 1. Dramatic performance 2. Comedy 3. Tragedy 4. History 5. Sonnet

Changed	Questions	Current Version	Proposed Version
!	**Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	B. Class participation where students discuss readings, lead class discussion, and enacting scenes from the texts Assignments B. Writing: Minimum 2500 words of evaluated writing, including 1. At least 1500 words of analytical writing 2. Final examination or project 3. Other writing, including midterms, quizzes on reading, or additional essays Methods of Instruction Collaborative learning and small group exercises
!	**Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	H. Develop, compare, and test alternative interpretations of and approaches to the texts. 1. Cultural criticism 2. Post-colonial criticism 3. Postmodern criticism 4. Psychological criticism Methods of Evaluation C. In-class essays and tests to assess the written analysis of texts D. Formal papers to assess the written capacity for analysis of texts
!	**Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	A. Analyze the social and cultural contexts and stereotypes in the poetry and drama of Shakespeare 6. Ethnicity 7. Gender E. Recognize the contemporary relevance and historical specificity of Shakespeare's writings through examination of modern, dramatic interpretations, rewritings, and adaptations from diverse cultures 1. Productions of plays around the globe, such as a Japanese "Macbeth" or a Bosnian "As You Like It." 2. Contrasting directorial interpretations
!	**Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	A. Analyze the social and cultural contexts and stereotypes in the poetry and drama of Shakespeare 1. Elizabethan/Jacobean society 2. Colonial expansion and European political rivalries 3. Pre-Shakespearean English history 4. Religious worldviews: Catholic and Protestant E. Recognize the contemporary relevance and historical specificity of Shakespeare's writings through examination of modern, dramatic interpretations, rewritings, and adaptations from diverse cultures
!	**Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	B. Class participation where students discuss readings, lead class discussion, and enacting scenes from the texts Methods of Instruction Lecture and visual aids Discussion of assigned reading In-class essays In-class exploration of Internet sites Collaborative learning and small group exercises

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value
	Stage 7: Content Review Matrix Liaison	No Value	No Value
	Stage 8: Dean of Online Learning	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	ELIT 017	ELIT 017
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
	Curriculum Office Notes	• Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc	• Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value

Changed	Questions	Current Version	Proposed Version					
!	**Stage 3: DEI**	No Value						
			Date	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			3/26/2026	Basic Course Information	Course Description	Suggested	Consider minor revisions to use welcoming, student-centered language and minimize the use of impersonal, course-centered language, and to describe the knowledge, skills, and abilities students will gain upon the completion of the course Thanks for providing this example of primary texts and references. I believe that ""Open Source Shakespeare." qualifies as an Open Educational Resource (OER), but I couldn't find its specific licensing information. **If you could confirm that this is an OER in the Initiator Response box I would appreciate it - this will satisfy the required part of this edit.**	Y
			3/26/2026	Specifications	Examples of Primary Texts and References	Required		Yes, this source is an open educational resource.

Changed	Questions	Current Version	Proposed Version				
			3/26/2026	Specifications	Examples of Primary Texts and References	Suggested	Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.	Yes. Shakespeare uses what is now archaic language, and our course materials and lectures include explanations of these terms. The rest of this comment is covered in the DEI statement.

Changed	Questions	Current Version	Proposed Version			
					Thanks for this list of assignments. Are there any additional assignments not based in reading/writing (presentations, for example, or I believe you mentioned enacting scenes from the texts in the evaluation methods)? If yes, consider adding these -- if not, just let me know that this revision is not appropriate in the Initiator Response box to the right.	Enacting scenes is optional and based on the instructor's vision for the course, so I included it as a "may include"
			3/26/2026	SpecificationsAssignmentsSuggested	Also, do any assignments do one or more of the following: (1) Encourage students to connect course content to their own life, background, and experiences; (2) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider noting this for the relevant assignment. If not appropriate, let me know in the Initiator response box.	I think most of us are including some kind of assignment that allows students to connect to their own background and experience. I have changed that section Offering an opportunity to revise is at instructor discretion so I am not adding it.

Changed	Questions	Current Version	Proposed Version					
			3/26/2026	Specifications	Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If not appropriate, let me know in the initiator response box.	I have added this language.
	Stage 4: Articulation Officer	No Value	No Value					
	Stage 5: De Anza General Education	No Value	No Value					
	Stage 6: Content Review Matrix Liaison	No Value	No Value					
	Stage 7: Dean of Online Learning	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			3/26/2026	Basic Course Information	Proposal Details - Attachment	Required	Attached the Hybrid form twice. Resubmit with the Online Course Delivery form attached as well.	Y
	Stage 8: SLO Coordinator	No Value	No Value					
	Stage 10: Curriculum Committee	No Value	No Value					

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	ELITD017.

Changed	Field	Current Version
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000206581

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	

De Anza College

Change Report

06/08/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Mode of Delivery
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
A-Matrix Form	Objective 2: Compose essays drawn from personal experience and assigned texts.
A-Matrix Form	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.
A-Matrix Form	Objective 4: Create syntactically varied sentences that are free of mechanical errors.
A-Matrix Form	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Section	Changed field
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Comments	Stage 3: DEI
Comments	Stage 6: Content Review Matrix Liaison
DEI Review	Please check all areas in the COR that address DEI.
DEI Review	Please summarize the ways in which your course includes DEI.

General Information

Changed	Field	Current Version	Proposed Version
!	**Faculty Initiator**	• Mi Chang	• Roseanne Quinn
	Course ID (CB01A and CB01B)	ELITD021.	ELITD021.
	Course Control Number	CCC000001623	CCC000001623
	Course Title (CB02)	Women in Literature	Women in Literature
	Short Course Title	WOMEN IN LITERATURE	WOMEN IN LITERATURE

Changed	Field	Current Version	Proposed Version
	TOP Code (CB03)	1503.00	1503.00 Comparative Literature
	CIP Code	Comparative Literature	16.0104 Comparative Literature
	Department	ELIT - English Literature	ELIT - English Literature
❗	**Effective Term**	Fall 2025	Fall ~~2025~~ 2027
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
	Course Description	This is an intensive study of representative literary works by or about women including an analysis of different historical, cultural, and critical perspectives.	This is an intensive study of representative literary works by or about women including an analysis of different historical, cultural, and critical perspectives.
	Course Type (CB27)	• Lower Division	• Lower Division
❗	**Mode of Delivery**	• Hybrid	• Online

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	• English	• English
	Discipline 2	• Women's Studies	• Women's Studies
	Discipline 3	No value	No value
	FSA	• FHDA FSA - ENGLISH	• FHDA FSA - ENGLISH

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is a major preparation requirement in the discipline of English for at least one CSU or UC. This course also meets a general education requirement for De Anza and Cal-GETC and belongs on the English AA Degree. This course offers an intensive study of representative literary works by or about women including an analysis of different historical, cultural, and critical perspectives.	This course is a major preparation requirement in the discipline of English for at least one CSU or UC. This course also meets a general education requirement for De Anza and Cal-GETC and belongs on the English AA Degree. This course offers an intensive study of representative literary works by or about women including an analysis of different historical, cultural, and critical perspectives.

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No	No

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	No	No

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No	No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	Yes - complete the cross-listed form	Yes - complete the cross-listed form

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No

DEI Review

Changed	Field	Current Version	Proposed Version
❗	**Please check all areas in the COR that address DEI.**	No value	• Basic Course Information - Course Description • Specifications - Assignments • Specifications - Examples of Primary Texts and References • Specifications - Methods of Instruction • Specifications - Methods of Evaluation • Outline - Course Outline
	Please summarize the ways in which your course includes DEI.	No value	ELIT 21: Women in Literature foundationally includes diversity, equity, and inclusion throughout the entire course as it centers on women and intersectionality.

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	
	Will the course fulfill a UC/CSU lower-division major requirement?	No	No
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	Yes	Yes

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program**: Cal-GETC **Award Type**: Certificate of Achievement-Advanced (COA-A)	**Associated Program**: Cal-GETC **Award Type**: Certificate of Achievement-Advanced (COA-A)
		Associated Program: Cal-GETC (In Development) **Award Type**: Certificate of Achievement-Advanced (COA-A)	**Associated Program**: Cal-GETC (In Development) **Award Type**: Certificate of Achievement-Advanced (COA-A)
		Associated Program: English **Award Type**: Associate in Arts (A.A.) Degree	**Associated Program**: English **Award Type**: Associate in Arts (A.A.) Degree
		Associated Program: English **Award Type**: Associate in Arts (A.A.) Degree	**Associated Program**: English **Award Type**: Associate in Arts (A.A.) Degree
		Associated Program: English for Transfer **Award Type**: Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program**: English for Transfer **Award Type**: Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program: English for Transfer (In Development) **Award Type**: Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program**: English for Transfer (In Development) **Award Type**: Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program: Liberal Arts (Arts and Letters Emphasis) **Award Type**: Associate in Arts (A.A.) Degree	**Associated Program**: Liberal Arts (Arts and Letters Emphasis) **Award Type**: Associate in Arts (A.A.) Degree

Changed	Field	Current Version	Proposed Version
		Associated Program Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Social Justice Studies: General Studies for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** Social Justice Studies: General Studies for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Social Justice Studies: General Studies for Transfer (In Development) **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** Social Justice Studies: General Studies for Transfer (In Development) **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Women's Studies **Award Type** Certificate of Achievement (COA)	**Associated Program** Women's Studies **Award Type** Certificate of Achievement (COA)

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU
	Course General Education Status (CB25)	Y	Y

Changed	Field	Current Version	Proposed Version
	Transfer Status	Approved	Approved
	GE Information	**System/Institution** Cal-GETC **Area(s)** • CA3B - Approved. **-** No value **System/Institution** De Anza GE **Area(s)** • 2G3X - Approved. **-** No value	**System/Institution** Cal-GETC **Area(s)** • CA3B - Approved. **-** No value **System/Institution** De Anza GE **Area(s)** • 2G3X - Approved. **-** No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	4	4
	Lecture Hours - Out of Class	8	8
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144
	Lecture Hours - Course In-Class (Contact) per Term	48	48
	Lecture Hours - Course Out-of-Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	48	48
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4	4

Changed	Field	Current Version	Proposed Version
	Total Credit Units - Maximum Credit Units	4	4

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Discussion of assigned reading Lecture and visual aids In-class exploration of Internet sites Collaborative learning and small group exercises Collaborative projects	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Discussion of assigned reading Lecture and visual aids In-class exploration of Internet sites Collaborative learning and small group exercises Collaborative projects

Changed	Field	Current Version	Proposed Version
	Assignments	1. Typically at least 50 pages per week of assigned readings of literary and critical texts. 2. Independent research on one or more of the authors read by the class to be presented in writing and/or in group presentation to the class. 3. At least 2,500 written words during the quarter. Of this total: 1. Approximately 1,000 must be an analytical and/or argumentative essay about one of the assigned authors and must demonstrate a critical analysis of primary materials and may also include synthesis and application of secondary critical materials 2. The remaining writing will be fulfilled in 1. A midterm and final exam/project and 2. A variety of activities such as reader response journals, reports, formal or informal student essays	1. Typically at least 50 pages per week of assigned readings of literary and critical texts. 2. Independent research on one or more of the authors read by the class to be presented in writing and/or in group presentation to the class. 3. At least 2,500 written words during the quarter. Of this total: 1. Approximately 1,000 must be an analytical and/or argumentative essay about one of the assigned authors and must demonstrate a critical analysis of primary materials and may also include synthesis and application of secondary critical materials 2. The remaining writing will be fulfilled in 1. A midterm and final exam/project and 2. A variety of activities such as reader response journals, reports, formal or informal student essays

Changed	Field	Current Version	Proposed Version
❗	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation** 1. Students will be evaluated primarily on the basis of critical paper(s) and final exam/project that demonstrate an understanding of complex issues which affect women as writers, characters and readers of literary texts. 2. Students may also be evaluated on a variety of assignments such as quizzes, midterm exam, oral presentations, creative/multimedia projects such as creative writings, videos, blogs/websites, and class participation, addressing course themes and objectives, based on a grading rubric or rubrics.	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation** 1. Students will be evaluated primarily on the basis of critical paper(s) and final exam/project that demonstrate an understanding of complex issues which affect women as writers, characters and readers of literary texts. 2. Students may also be evaluated on a variety of assignments such as quizzes, midterm exam, oral presentations, creative/multimedia projects such as creative writings, videos, blogs/websites, and class participation, addressing course themes and objectives, based on a grading rubric or rubrics.
❗	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • None. **Essential College Facilities:** • None.	**Essential Student Materials:** • None **Essential College Facilities:** • None

Changed	Field	Current Version	Proposed Version
❗	**Examples of Primary Texts and References**	**Title** No value **Author** Atwood, Margaret. The Handmaid's Tale. Houghton Mifflin, 2017. **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** The Handmaid's Tale. **Author** Atwood, Margaret **Publisher** Penguin **Date/Edition** 2025 **ISBN** No value
		Title No value **Author** Cisneros, Sandra. A House of My Own: Stories from My Life. Penguin, 2015. **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** The Tequila Worm **Author** Canales, Viola **Publisher** Wendy Lamb **Date/Edition** 2017 **ISBN** No value
		Title No value **Author** Lahiri, Jhumpa. Interpreter of Maladies. Mariner, 2019. **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** Girl Warrior: On Coming of Age **Author** Harjo, Joy **Publisher** Norton **Date/Edition** 2025 **ISBN** No value
		Title No value **Author** Morrison, Toni. Beloved. Vintage, 2014. **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** The Black Unicorn: Poems **Author** Lorde, Audre **Publisher** Norton **Date/Edition** 1995 **ISBN** No value
			Title Know My Name: A Memoir **Author** Miller, Chanel **Publisher** Viking

Changed	Field	Current Version	Proposed Version
		Title No value **Author** Tan, Amy. The Memory of Desire. Fourth Estate, 2017. **Publisher** No value **Date/Edition** No value **ISBN** No value	**Date/Edition** 2019 **ISBN** No value

Changed	Field	Current Version	Proposed Version
❗	**Suggested Reading List**	**Reading List** Brown, Rita Mae. Rubyfruit Jungle. Bantam, 2015. **May include, but are not limited to** No value **Reading List** Di Prima, Diane. The Poetry Deal. City Lights, 2014. **May include, but are not limited to** No value **Reading List** Erdrich, Louise. Love Medicine. Harper Perennial: Revised Edition, 2016. **May include, but are not limited to** No value **Reading List** Gay, Roxane. Bad Feminist: Essays. Harper, 2104. **May include, but are not limited to** No value **Reading List** Hernandez, Daisy, Bushra Rehman. Colonize This!: Young Women of Color on Today's Feminism. Seal, 2019.	**Reading List** List: **May include, but are not limited to** **Anthology:** • Hernandez, Daisy and Bushra Leyman. Colonize This! Young Women of Color on Today's Feminism. • Moraga, Cherríe and Gloria Anzaldúa. This Bridge Called My Back: Writings by Radical Women of Color. **Memoir:** • Mock, Janet. Redefining Realness: My Path to Womanhood. **Novella:** • Yoshimoto, Banana. Kitchen. **Poetry:** • Di Prima. The Poetry Deal. • Rankine, Claudia: Citizen: An American Lyric.

Changed	Field	Current Version	Proposed Version
		May include, but are not limited to No value	
		Reading List Mock, Janet. Redefining Realness: My Path to Womanhood, Identity & So Much More. Atria, 2014.	
		May include, but are not limited to No value	
		Reading List Scott, Bonnie Kime, Susan E. Cayleff, Anne Donadey, Irene Lara. Women in Culture: An Intersectional Anthology for Gender and Women's Studies (2nd Edition). Wiley-Blackwell, 2016.	
		May include, but are not limited to No value	
		Reading List Rankine, Claudia. Citizen: An American Lyric. Graywolf, 2014.	
		May include, but are not limited to No value	

Changed	Field	Current Version	Proposed Version
		Reading List Smith, Tracy K. Life on Mars. Greywolf, 2017. **May include, but are not limited to** No value	
		Reading List Traister, Rebecca. Good and Mad: The Revolutionary Power of Women's Anger. Simon & Schuster, 2018. **May include, but are not limited to** No value	
		Reading List Yoshimoto, Banana. Kitchen. Faber and Faber, 2018. **May include, but are not limited to** No value	
		Reading List Yousafzai, Malala. I Am Malala: How One Girl Stood Up for Education and Changed the World. Little Brown, 2014. **May include, but are not limited to** No value	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Interpret a variety of literary texts by and about women. • Distinguish the influences of class, race and ethnicity, culture, abilities, and sexual orientation on women as writers, characters, subjects and leaders of literary texts. • Analyze, evaluate and employ basic current approaches in literary criticism as they relate to women as writers, characters, subjects and readers of texts	• Interpret a variety of literary texts by and about women. • Distinguish the influences of class, race and ethnicity, culture, abilities, and sexual orientation on women as writers, characters, subjects and leaders of literary texts. • Analyze, evaluate and employ basic current approaches in literary criticism as they relate to women as writers, characters, subjects and readers of texts
	CSLOs	**CSLOs** Demonstrate understanding of a variety of literary texts by and about women. **Expected SLO Performance** 0.0 **CSLOs** Analyze influence of class, race and ethnicity, culture, abilities, and sexual orientation on women as writers, characters, subjects and leaders in literary texts. **Expected SLO Performance** 0.0	**CSLOs** Demonstrate understanding of a variety of literary texts by and about women. **Expected SLO Performance** 0.0 **CSLOs** Analyze influence of class, race and ethnicity, culture, abilities, and sexual orientation on women as writers, characters, subjects and leaders in literary texts. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	1. Interpret a variety of literary texts by and about women. 1. Assigned readings will be drawn from various historical periods and different class, gender, sexual orientation and cultural perspectives 2. Assigned readings may include journals/diaries, autobiographies, essays, short stories, novels, plays and poems 3. Assigned readings will introduce students to a spectrum of current critical approaches to literary texts by and about women, such as: feminist criticism, psychoanalytic (Jungian) criticism, structuralism/semiotics, post-structuralism/deconstructionist, new-historicism, queer theory, post-colonial theory. 2. Distinguish the influences of class, race and ethnicity, culture, abilities, and sexual orientation on women as writers, characters, subjects and leaders of literary texts. 1. Compare and contrast the effects of a variety of influences on the development of textual characters and writers' voices based on information concerning historical period, class, culture, race, abilities, age/phase-of-life, and sexual orientation of writers and textual characters 2. Formulate hypotheses about the effects of class, culture, race, age, abilities, gender and sexual orientation on themselves as readers and interpreters of literary texts through careful examination and analysis of their own assumptions 3. Analyze the role of women in different historical periods with particular attention to the	1. Interpret a variety of literary texts by and about women. 1. Assigned readings will be drawn from various historical periods and different class, gender, sexual orientation and cultural perspectives 2. Assigned readings may include journals/diaries, autobiographies, essays, short stories, novels, plays and poems 3. Assigned readings will introduce students to a spectrum of current critical approaches to literary texts by and about women, such as: feminist criticism, psychoanalytic (Jungian) criticism, structuralism/semiotics, post-structuralism/deconstructionist, new-historicism, queer theory, post-colonial theory. 2. Distinguish the influences of class, race and ethnicity, culture, abilities, and sexual orientation on women as writers, characters, subjects and leaders of literary texts. 1. Compare and contrast the effects of a variety of influences on the development of textual characters and writers' voices based on information concerning historical period, class, culture, race, abilities, age/phase-of-life, and sexual orientation of writers and textual characters 2. Formulate hypotheses about the effects of class, culture, race, age, abilities, gender and sexual orientation on themselves as readers and interpreters of literary texts through careful examination and analysis of their own assumptions 3. Analyze the role of women in different historical periods with particular attention to the

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		differences among the roles of Anglo-European women and women of color as well as differences among women of different classes and different sexual orientations to determine how these social, cultural and historical differences are reflected in and help to shape the literature of women from those periods 3. Analyze, evaluate and employ basic current approaches in literary criticism as they relate to women as writers, characters, subjects and readers of texts 1. Discuss, analyze, and synthesize the variety of contemporary critical positions (such as psychoanalytic criticism, cultural criticism, deconstructionist, post-colonial theory, queer theory) developed to address the intersections of class, race, ethnicity, culture, abilities, gender, and sexual orientation as they shape our literary values 2. Examine the changing perspectives on women writers and the current discussions and debates over the social construction of literary values 3. Formulate critical perspectives and construct analyses of the roles of women writers, characters, subjects and readers of literary texts through close explorations of the intersection of race, class, age, abilities, culture, gender and sexual orientation	differences among the roles of Anglo-European women and women of color as well as differences among women of different classes and different sexual orientations to determine how these social, cultural and historical differences are reflected in and help to shape the literature of women from those periods 3. Analyze, evaluate and employ basic current approaches in literary criticism as they relate to women as writers, characters, subjects and readers of texts 1. Discuss, analyze, and synthesize the variety of contemporary critical positions (such as psychoanalytic criticism, cultural criticism, deconstructionist, post-colonial theory, queer theory) developed to address the intersections of class, race, ethnicity, culture, abilities, gender, and sexual orientation as they shape our literary values 2. Examine the changing perspectives on women writers and the current discussions and debates over the social construction of literary values 3. Formulate critical perspectives and construct analyses of the roles of women writers, characters, subjects and readers of literary texts through close explorations of the intersection of race, class, age, abilities, culture, gender and sexual orientation
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ENGL C1000 or ENGL C1000H or ESL D005.	ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Not open to students with credit in the cross-listed course(s).)	(Not open to students with credit in the cross-listed course(s).)
	Limitation(s) on Enrollment - Other:	(Also listed as WMST D021.)	(Also listed as WMST D021.)
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
❗	**Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.**	No Value	Course Outline: A. Interpret a variety of literary texts by and about women including those who are female-identified. 1. Assigned readings will be drawn from various historical periods and different class, gender, sexual orientation and cultural perspectives. 2. Assigned readings may include journals/diaries, autobiographies, essays, short stories, novels, plays and poems. 3. Assigned readings will introduce students to a spectrum of current critical approaches to literary texts by and about women, such as: feminist criticism, psychoanalytic (Jungian) criticism, structuralism/semiotics, post-structuralism/deconstructionist, new-historicism, queer theory, post-colonial theory. B. Distinguish the influences of class, race and ethnicity, culture, abilities, and sexual orientation on women as writers, characters, subjects and leaders of literary texts. 1. Compare and contrast the effects of a variety of influences on the development of textual characters and writers' voices based on information concerning historical period, class, culture, race, abilities, age/phase-of-life, and sexual orientation of writers and textual characters. 2. Formulate hypotheses about the effects of class, culture, race, age, abilities, gender and sexual orientation on themselves as readers and interpreters of literary texts through careful examination and analysis of their own assumptions. 2. Analyze the role of women in different historical periods with particular attention to the differences among the roles of Anglo-European women and women of color as well as differences among women of different classes and different sexual orientations to determine how these social, cultural and historical differences are reflected in and help to shape the literature of women from those periods. C. Analyze, evaluate and employ basic current approaches in literary criticism as they relate to women as writers, characters, subjects and readers of texts. 1. Discuss, analyze, and synthesize the variety of contemporary critical positions (such as psychoanalytic criticism, cultural criticism,

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			deconstructionist, post-colonial theory, queer theory) developed to address the intersections of class, race, ethnicity, culture, abilities, gender, and sexual orientation as they shape our literary values. 2. Examine the changing perspectives on women writers and the current discussions and debates over the social construction of literary values. 3. Formulate critical perspectives and construct analyses of the roles of women writers, characters, subjects and readers of literary texts through close explorations of the intersection of race, class, age, abilities, culture, gender and sexual orientation.
❗	**Objective 2: Compose essays drawn from personal experience and assigned texts.**	No Value	Assignments: A. Typically at least 50 pages per week of assigned readings of literary and critical texts. B. Independent research on one or more of the authors read by the class to be presented in writing and/or in group presentation to the class. C. At least 2,500 written words during the quarter. Of this total: 1. Approximately 1,000 must be an analytical and/or argumentative essay about one of the assigned authors and must demonstrate a critical analysis of primary materials and may also include synthesis and application of secondary critical materials. 2. The remaining writing will be fulfilled in a. A midterm and final exam/project and b. A variety of activities such as reader response journals, reports, formal or informal student essays.

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❗	**Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.**	No Value	Assignments: A. Typically at least 50 pages per week of assigned readings of literary and critical texts. B. Independent research on one or more of the authors read by the class to be presented in writing and/or in group presentation to the class. C. At least 2,500 written words during the quarter. Of this total: 1. Approximately 1,000 must be an analytical and/or argumentative essay about one of the assigned authors and must demonstrate a critical analysis of primary materials and may also include synthesis and application of secondary critical materials. 2. The remaining writing will be fulfilled in a. A midterm and final exam/project and b. A variety of activities such as reader response journals, reports, formal or informal student essays.
❗	**Objective 4: Create syntactically varied sentences that are free of mechanical errors.**	No Value	Methods of Evaluation: A. Students will be evaluated primarily on the basis of critical paper(s) and final exam/project that demonstrate an understanding of complex issues which affect women as writers, characters and readers of literary texts. B. Students may also be evaluated on a variety of assignments such as quizzes, midterm exam, oral presentations, creative/multimedia projects such as creative writings, videos, blogs/websites, and class participation, addressing course themes and objectives, based on a grading rubric or rubrics.

Changed	Questions	Current Version	Proposed Version
❗	**Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.**	No Value	Course Outline: A. Interpret a variety of literary texts by and about women including those who are female-identified. 1. Assigned readings will be drawn from various historical periods and different class, gender, sexual orientation and cultural perspectives. 2. Assigned readings may include journals/diaries, autobiographies, essays, short stories, novels, plays and poems. 3. Assigned readings will introduce students to a spectrum of current critical approaches to literary texts by and about women, such as: feminist criticism, psychoanalytic (Jungian) criticism, structuralism/semiotics, post-structuralism/deconstructionist, new-historicism, queer theory, post-colonial theory. B. Distinguish the influences of class, race and ethnicity, culture, abilities, and sexual orientation on women as writers, characters, subjects and leaders of literary texts. 1. Compare and contrast the effects of a variety of influences on the development of textual characters and writers' voices based on information concerning historical period, class, culture, race, abilities, age/phase-of-life, and sexual orientation of writers and textual characters. 2. Formulate hypotheses about the effects of class, culture, race, age, abilities, gender and sexual orientation on themselves as readers and interpreters of literary texts through careful examination and analysis of their own assumptions. 2. Analyze the role of women in different historical periods with particular attention to the differences among the roles of Anglo-European women and women of color as well as differences among women of different classes and different sexual orientations to determine how these social, cultural and historical differences are reflected in and help to shape the literature of women from those periods. C. Analyze, evaluate and employ basic current approaches in literary criticism as they relate to women as writers, characters, subjects and readers of texts. 1. Discuss, analyze, and synthesize the variety of contemporary critical positions (such as psychoanalytic criticism, cultural criticism,

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B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.	No Value	No Value
	If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Course Outline: A. Interpret a variety of literary texts by and about women including those who are female-identified. 1. Assigned readings will be drawn from various historical periods and different class, gender, sexual orientation and cultural perspectives. 2. Assigned readings may include journals/diaries, autobiographies, essays, short stories, novels, plays and poems. 3. Assigned readings will introduce students to a spectrum of current critical approaches to literary texts by and about women, such as: feminist criticism, psychoanalytic (Jungian) criticism, structuralism/semiotics, post-structuralism/deconstructionist, new-historicism, queer theory, post-colonial theory. B. Distinguish the influences of class, race and ethnicity, culture, abilities, and sexual orientation on women as writers, characters, subjects and leaders of literary texts. 1. Compare and contrast the effects of a variety of influences on the development of textual characters and writers' voices based on information concerning historical period, class, culture, race, abilities, age/phase-of-life, and sexual orientation of writers and textual characters. 2. Formulate hypotheses about the effects of class, culture, race, age, abilities, gender and sexual orientation on themselves as readers and interpreters of literary texts through careful examination and analysis of their own assumptions. 2. Analyze the role of women in different historical periods with particular attention to the differences among the roles of Anglo-European women and women of color as well as differences among women of different classes and different sexual orientations to determine how these social, cultural and historical differences are reflected in and help to shape the literature of women from those periods. C. Analyze, evaluate and employ basic current approaches in literary criticism as they relate to women as writers, characters, subjects and readers of texts. 1. Discuss, analyze, and synthesize the variety of contemporary critical positions (such as psychoanalytic criticism, cultural criticism,

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!	**Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Assignments: A. Typically at least 50 pages per week of assigned readings of literary and critical texts. B. Independent research on one or more of the authors read by the class to be presented in writing and/or in group presentation to the class. C. At least 2,500 written words during the quarter. Of this total: 1. Approximately 1,000 must be an analytical and/or argumentative essay about one of the assigned authors and must demonstrate a critical analysis of primary materials and may also include synthesis and application of secondary critical materials. 2. The remaining writing will be fulfilled in a. A midterm and final exam/project and b. A variety of activities such as reader response journals, reports, formal or informal student essays.

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❗	**Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Assignments: A. Typically at least 50 pages per week of assigned readings of literary and critical texts. B. Independent research on one or more of the authors read by the class to be presented in writing and/or in group presentation to the class. C. At least 2,500 written words during the quarter. Of this total: 1. Approximately 1,000 must be an analytical and/or argumentative essay about one of the assigned authors and must demonstrate a critical analysis of primary materials and may also include synthesis and application of secondary critical materials. 2. The remaining writing will be fulfilled in a. A midterm and final exam/project and b. A variety of activities such as reader response journals, reports, formal or informal student essays.

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❗	**Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Course Outline: A. Interpret a variety of literary texts by and about women including those who are female-identified. 1. Assigned readings will be drawn from various historical periods and different class, gender, sexual orientation and cultural perspectives. 2. Assigned readings may include journals/diaries, autobiographies, essays, short stories, novels, plays and poems. 3. Assigned readings will introduce students to a spectrum of current critical approaches to literary texts by and about women, such as: feminist criticism, psychoanalytic (Jungian) criticism, structuralism/semiotics, post-structuralism/deconstructionist, new-historicism, queer theory, post-colonial theory. B. Distinguish the influences of class, race and ethnicity, culture, abilities, and sexual orientation on women as writers, characters, subjects and leaders of literary texts. 1. Compare and contrast the effects of a variety of influences on the development of textual characters and writers' voices based on information concerning historical period, class, culture, race, abilities, age/phase-of-life, and sexual orientation of writers and textual characters. 2. Formulate hypotheses about the effects of class, culture, race, age, abilities, gender and sexual orientation on themselves as readers and interpreters of literary texts through careful examination and analysis of their own assumptions. 2. Analyze the role of women in different historical periods with particular attention to the differences among the roles of Anglo-European women and women of color as well as differences among women of different classes and different sexual orientations to determine how these social, cultural and historical differences are reflected in and help to shape the literature of women from those periods. C. Analyze, evaluate and employ basic current approaches in literary criticism as they relate to women as writers, characters, subjects and readers of texts. 1. Discuss, analyze, and synthesize the variety of contemporary critical positions (such as psychoanalytic criticism, cultural criticism,

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❗	**Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Course Outline: A. Interpret a variety of literary texts by and about women including those who are female-identified. 1. Assigned readings will be drawn from various historical periods and different class, gender, sexual orientation and cultural perspectives. 2. Assigned readings may include journals/diaries, autobiographies, essays, short stories, novels, plays and poems. 3. Assigned readings will introduce students to a spectrum of current critical approaches to literary texts by and about women, such as: feminist criticism, psychoanalytic (Jungian) criticism, structuralism/semiotics, post-structuralism/deconstructionist, new-historicism, queer theory, post-colonial theory. B. Distinguish the influences of class, race and ethnicity, culture, abilities, and sexual orientation on women as writers, characters, subjects and leaders of literary texts. 1. Compare and contrast the effects of a variety of influences on the development of textual characters and writers' voices based on information concerning historical period, class, culture, race, abilities, age/phase-of-life, and sexual orientation of writers and textual characters. 2. Formulate hypotheses about the effects of class, culture, race, age, abilities, gender and sexual orientation on themselves as readers and interpreters of literary texts through careful examination and analysis of their own assumptions. 2. Analyze the role of women in different historical periods with particular attention to the differences among the roles of Anglo-European women and women of color as well as differences among women of different classes and different sexual orientations to determine how these social, cultural and historical differences are reflected in and help to shape the literature of women from those periods. C. Analyze, evaluate and employ basic current approaches in literary criticism as they relate to women as writers, characters, subjects and readers of texts. 1. Discuss, analyze, and synthesize the variety of contemporary critical positions (such as psychoanalytic criticism, cultural criticism,

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	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Methods of Evaluation: A. Students will be evaluated primarily on the basis of critical paper(s) and final exam/project that demonstrate an understanding of complex issues which affect women as writers, characters and readers of literary texts. B. Students may also be evaluated on a variety of assignments such as quizzes, midterm exam, oral presentations, creative/multimedia projects such as creative writings, videos, blogs/websites, and class participation, addressing course themes and objectives, based on a grading rubric or rubrics.

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value
	Stage 7: Content Review Matrix Liaison	No Value	No Value
	Stage 8: Dean of Online Learning	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	ELIT 021; WMST 021	ELIT 021; WMST 021
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	Cross-listed	Cross-listed
	Cross-Listed/Related Course ID's	ELIT 21 (P); WMST 21 (C)	ELIT 21 (P); WMST 21 (C)
	DL Approval Date (MM/DD/YYYY)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Hybrid Approval Date (MM/DD/YYYY)	11/12/2019	11/12/2019
	Curriculum Office Notes	• Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc	• Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value

Changed	Questions	Current Version	Proposed Version					
❗	**Stage 3: DEI**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			4/9/2026	Basic Course Information	Course Description	Suggested	Consider minor revisions to use welcoming, student-centered language and minimize the use of impersonal, course-centered language, and to describe the knowledge, skills, and abilities students will gain upon the completion of the course	Y The language is in keeping with the rest of the document.

Changed	Questions	Current Version	Proposed Version			
			4/9/2026	Specifications	Examples of Required Primary Texts and References	Thanks for providing this example of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered low cost at De Anza if they are under $50.00. If there is no representative OER textbook, please let me know in the initiator response box. Please also let me know in the initiator response box if your textbook is low cost, and consider adding this information to	N The textbooks are low cost and there are not OER versions for our use.

Changed	Questions	Current Version	Proposed Version				
						the DEI Box if appropriate. This will satisfy the required component of this edit. Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse	
			4/9/2026	Specifications	Examples of Primary Texts and References	Suggested	authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.	N	There are clear diverse choices for these texts.

Changed	Questions	Current Version	Proposed Version			
			4/9/2026	Specifications	Assignments	Suggested	Do assignments do one or more of the following: (1) Encourage students to connect course content to their own life, background, and experiences; (2) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider noting this for the relevant assignment. If not appropriate, let me know in the Initiator response box.	N	(1)Absolutely, they do! (2) Yes, these are a part of the course.

Changed	Questions	Current Version	Proposed Version						
			4/9/2026	Specifications	Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If not appropriate, let me know in the initiator response box.	N This is a component of class discussions and assignment overviews during the class.	
	Stage 4: Articulation Officer	No Value	No Value						
	Stage 5: De Anza General Education	No Value	No Value						
!	**Stage 6: Content Review Matrix Liaison**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**	
			4/29/26	Matrix A	All that apply	Required	Please complete for your English advisory	incomplete - zj 5/3	
	Stage 7: Dean of Online Learning	No Value	No Value						
	Stage 8: SLO Coordinator	No Value	No Value						

Changed	Questions	Current Version	Proposed Version
	Stage 10: Curriculum Committee	No Value	No Value

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	ELITD021.
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000001623

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	

De Anza College

Change Report

06/08/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Mode of Delivery
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
A-Matrix Form	Objective 2: Compose essays drawn from personal experience and assigned texts.
A-Matrix Form	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.
A-Matrix Form	Objective 4: Create syntactically varied sentences that are free of mechanical errors.
A-Matrix Form	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Section	Changed field
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Comments	Stage 3: DEI
Comments	Stage 6: Content Review Matrix Liaison
DEI Review	Please check all areas in the COR that address DEI.
DEI Review	Please summarize the ways in which your course includes DEI.

General Information

Changed	Field	Current Version	Proposed Version
!	**Faculty Initiator**	• Mi Chang	• Roseanne Quinn
	Course ID (CB01A and CB01B)	WMSTD021.	WMSTD021.
	Course Control Number	CCC000306028	CCC000306028
	Course Title (CB02)	Women in Literature	Women in Literature
	Short Course Title	WOMEN IN LITERATURE	WOMEN IN LITERATURE

Changed	Field	Current Version	Proposed Version
	TOP Code (CB03)	1503.00	1503.00 Comparative Literature
	CIP Code	Comparative Literature	16.0104 Comparative Literature
	Department	ELIT - English Literature	ELIT - English Literature
!	**Effective Term**	Fall 2025	Fall ~~2025~~ 2027
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
	Course Description	This is an intensive study of representative literary works by or about women including an analysis of different historical, cultural, and critical perspectives.	This is an intensive study of representative literary works by or about women including an analysis of different historical, cultural, and critical perspectives.
	Course Type (CB27)	• Lower Division	• Lower Division
!	**Mode of Delivery**	• Hybrid	• Online

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	• English	• English
	Discipline 2	• Women's Studies	• Women's Studies
	Discipline 3	No value	No value
	FSA	• FHDA FSA - ENGLISH	• FHDA FSA - ENGLISH

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is a major preparation requirement in the discipline of English for at least one CSU or UC. This course also meets a general education requirement for De Anza and Cal-GETC and belongs on the English AA Degree. This course offers an intensive study of representative literary works by or about women including an analysis of different historical, cultural, and critical perspectives.	This course is a major preparation requirement in the discipline of English for at least one CSU or UC. This course also meets a general education requirement for De Anza and Cal-GETC and belongs on the English AA Degree. This course offers an intensive study of representative literary works by or about women including an analysis of different historical, cultural, and critical perspectives.

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No	No

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	No	No

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No	No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	Yes - complete the cross-listed form	Yes - complete the cross-listed form

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No

DEI Review

Changed	Field	Current Version	Proposed Version
❗	**Please check all areas in the COR that address DEI.**	No value	• Basic Course Information - Course Description • Specifications - Assignments • Specifications - Methods of Instruction • Specifications - Methods of Evaluation • Outline - Course Outline
	Please summarize the ways in which your course includes DEI.	No value	ELIT 21: Women in Literature foundationally includes diversity, equity, and inclusion throughout the entire course as it centers on women and intersectionality.

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	
	Will the course fulfill a UC/CSU lower-division major requirement?	No	No
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	Yes	Yes

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program** Cal-GETC **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Cal-GETC **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Cal-GETC (In Development) **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Cal-GETC (In Development) **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program English **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** English **Award Type** Associate in Arts (A.A.) Degree
		Associated Program English **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** English **Award Type** Associate in Arts (A.A.) Degree
		Associated Program English for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** English for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program English for Transfer (In Development) **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** English for Transfer (In Development) **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree

Changed	Field	Current Version	Proposed Version
		Associated Program Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Social Justice Studies: General Studies for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** Social Justice Studies: General Studies for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Social Justice Studies: General Studies for Transfer (In Development) **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** Social Justice Studies: General Studies for Transfer (In Development) **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Women's Studies **Award Type** Certificate of Achievement (COA)	**Associated Program** Women's Studies **Award Type** Certificate of Achievement (COA)

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU
	Course General Education Status (CB25)	Y	Y

Changed	Field	Current Version	Proposed Version
	Transfer Status	Approved	Approved
	GE Information	**System/Institution** Cal-GETC **Area(s)** • CA3B - Approved. **-** No value **System/Institution** De Anza GE **Area(s)** • 2G3X - Approved. **-** No value	**System/Institution** Cal-GETC **Area(s)** • CA3B - Approved. **-** No value **System/Institution** De Anza GE **Area(s)** • 2G3X - Approved. **-** No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	4	4
	Lecture Hours - Out of Class	8	8
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144
	Lecture Hours - Course In-Class (Contact) per Term	48	48
	Lecture Hours - Course Out-of-Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	48	48
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4	4

Changed	Field	Current Version	Proposed Version
	Total Credit Units - Maximum Credit Units	4	4

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Discussion of assigned reading Lecture and visual aids In-class exploration of Internet sites Collaborative learning and small group exercises Collaborative projects	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Discussion of assigned reading Lecture and visual aids In-class exploration of Internet sites Collaborative learning and small group exercises Collaborative projects

Changed	Field	Current Version	Proposed Version
	Assignments	1. Typically at least 50 pages per week of assigned readings of literary and critical texts. 2. Independent research on one or more of the authors read by the class to be presented in writing and/or in group presentation to the class. 3. At least 2,500 written words during the quarter. Of this total: 1. Approximately 1,000 must be an analytical and/or argumentative essay about one of the assigned authors and must demonstrate a critical analysis of primary materials and may also include synthesis and application of secondary critical materials 2. The remaining writing will be fulfilled in 1. A midterm and final exam/project and 2. A variety of activities such as reader response journals, reports, formal or informal student essays	1. Typically at least 50 pages per week of assigned readings of literary and critical texts. 2. Independent research on one or more of the authors read by the class to be presented in writing and/or in group presentation to the class. 3. At least 2,500 written words during the quarter. Of this total: 1. Approximately 1,000 must be an analytical and/or argumentative essay about one of the assigned authors and must demonstrate a critical analysis of primary materials and may also include synthesis and application of secondary critical materials 2. The remaining writing will be fulfilled in 1. A midterm and final exam/project and 2. A variety of activities such as reader response journals, reports, formal or informal student essays

Changed	Field	Current Version	Proposed Version
❗	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation** 1. Students will be evaluated primarily on the basis of critical paper(s) and final exam/project that demonstrate an understanding of complex issues which affect women as writers, characters and readers of literary texts. 2. Students may also be evaluated on a variety of assignments such as quizzes, midterm exam, oral presentations, creative/multimedia projects such as creative writings, videos, blogs/websites, and class participation, addressing course themes and objectives, based on a grading rubric or rubrics.	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation** 1. Students will be evaluated primarily on the basis of critical paper(s) and final exam/project that demonstrate an understanding of complex issues which affect women as writers, characters and readers of literary texts. 2. Students may also be evaluated on a variety of assignments such as quizzes, midterm exam, oral presentations, creative/multimedia projects such as creative writings, videos, blogs/websites, and class participation, addressing course themes and objectives, based on a grading rubric or rubrics.
❗	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • None. **Essential College Facilities:** • None.	**Essential Student Materials:** • None **Essential College Facilities:** • None

Changed	Field	Current Version	Proposed Version
❗	**Examples of Primary Texts and References**	**Title** No value **Author** Atwood, Margaret. The Handmaid's Tale. Houghton Mifflin, 2017. **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** The Handmaid's Tale **Author** Atwood, Margaret **Publisher** Penguin **Date/Edition** 2025 **ISBN** No value
		Title No value **Author** Cisneros, Sandra. A House of My Own: Stories from My Life. Penguin, 2015. **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** The Tequila Worm **Author** Canales, Viola **Publisher** Wendy Lamb **Date/Edition** 2017 **ISBN** No value
		Title No value **Author** Lahiri, Jhumpa. Interpreter of Maladies. Mariner, 2019. **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** Girl Warrior: On Coming of Age **Author** Harjo, Joy **Publisher** Norton **Date/Edition** 2025 **ISBN** No value
		Title No value **Author** Morrison, Toni. Beloved. Vintage, 2014. **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** The Black Unicorn: Poems **Author** Lorde, Audre **Publisher** Norton **Date/Edition** 1995 **ISBN** No value
			Title Know My Name: A Memoir **Author** Miller, Chanel **Publisher** Viking

Changed	Field	Current Version	Proposed Version
		Title No value **Author** Tan, Amy. The Memory of Desire. Fourth Estate, 2017. **Publisher** No value **Date/Edition** No value **ISBN** No value	**Date/Edition** 2019 **ISBN** No value

Changed	Field	Current Version	Proposed Version
❗	**Suggested Reading List**	**Reading List** Brown, Rita Mae. Rubyfruit Jungle. Bantam, 2015. **May include, but are not limited to** No value **Reading List** Di Prima, Diane. The Poetry Deal. City Lights, 2014. **May include, but are not limited to** No value **Reading List** Erdrich, Louise. Love Medicine. Harper Perennial: Revised Edition, 2016. **May include, but are not limited to** No value **Reading List** Gay, Roxane. Bad Feminist: Essays. Harper, 2104. **May include, but are not limited to** No value **Reading List** Hernandez, Daisy, Bushra Rehman. Colonize This!: Young Women of Color on Today's Feminism. Seal, 2019.	**Reading List** List: **May include, but are not limited to** **Anthology:** • Hernandez, Daisy and Bushra Leyman. Colonize This! Young Women of Color on Today's Feminism. • Moraga, Cherríe and Gloria Anzaldúa. This Bridge Called My Back: Writings by Radical Women of Color. **Memoir:** • Mock, Janet. Redefining Realness: My Path to Womanhood. **Novella:** • Yoshimoto, Banana. Kitchen. **Poetry:** • Di Prima. The Poetry Deal. • Rankine, Claudia: Citizen: An American Lyric.

Changed	Field	Current Version	Proposed Version
		May include, but are not limited to No value	
		Reading List Mock, Janet. Redefining Realness: My Path to Womanhood, Identity & So Much More. Atria, 2014.	
		May include, but are not limited to No value	
		Reading List Scott, Bonnie Kime, Susan E. Cayleff, Anne Donadey, Irene Lara. Women in Culture: An Intersectional Anthology for Gender and Women's Studies (2nd Edition). Wiley-Blackwell, 2016.	
		May include, but are not limited to No value	
		Reading List Rankine, Claudia. Citizen: An American Lyric. Graywolf, 2014.	
		May include, but are not limited to No value	

Changed	Field	Current Version	Proposed Version
		Reading List Smith, Tracy K. Life on Mars. Greywolf, 2017. **May include, but are not limited to** No value	
		Reading List Traister, Rebecca. Good and Mad: The Revolutionary Power of Women's Anger. Simon & Schuster, 2018. **May include, but are not limited to** No value	
		Reading List Yoshimoto, Banana. Kitchen. Faber and Faber, 2018. **May include, but are not limited to** No value	
		Reading List Yousafzai, Malala. I Am Malala: How One Girl Stood Up for Education and Changed the World. Little Brown, 2014. **May include, but are not limited to** No value	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Interpret a variety of literary texts by and about women. • Distinguish the influences of class, race and ethnicity, culture, abilities, and sexual orientation on women as writers, characters, subjects and leaders of literary texts. • Analyze, evaluate and employ basic current approaches in literary criticism as they relate to women as writers, characters, subjects and readers of texts	• Interpret a variety of literary texts by and about women. • Distinguish the influences of class, race and ethnicity, culture, abilities, and sexual orientation on women as writers, characters, subjects and leaders of literary texts. • Analyze, evaluate and employ basic current approaches in literary criticism as they relate to women as writers, characters, subjects and readers of texts
	CSLOs	**CSLOs** Demonstrate understanding of a variety of literary texts by and about women. **Expected SLO Performance** 0.0 **CSLOs** Analyze influence of class, race and ethnicity, culture, abilities, and sexual orientation on women as writers, characters, subjects and leaders in literary texts. **Expected SLO Performance** 0.0	**CSLOs** Demonstrate understanding of a variety of literary texts by and about women. **Expected SLO Performance** 0.0 **CSLOs** Analyze influence of class, race and ethnicity, culture, abilities, and sexual orientation on women as writers, characters, subjects and leaders in literary texts. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
❗	**Course Content**	1. Interpret a variety of literary texts by and about women. 1. Assigned readings will be drawn from various historical periods and different class, gender, sexual orientation and cultural perspectives 2. Assigned readings may include journals/diaries, autobiographies, essays, short stories, novels, plays and poems 3. Assigned readings will introduce students to a spectrum of current critical approaches to literary texts by and about women, such as: feminist criticism, psychoanalytic (Jungian) criticism, structuralism/semiotics, post-structuralism/deconstructionist, new-historicism, queer theory, post-colonial theory. 2. Distinguish the influences of class, race and ethnicity, culture, abilities, and sexual orientation on women as writers, characters, subjects and leaders of literary texts. 1. Compare and contrast the effects of a variety of influences on the development of textual characters and writers' voices based on information concerning historical period, class, culture, race, abilities, age/phase-of-life, and sexual orientation of writers and textual characters 2. Formulate hypotheses about the effects of class, culture, race, age, abilities, gender and sexual orientation on themselves as readers and interpreters of literary texts through careful examination and analysis of their own assumptions 3. Analyze the role of women in different historical periods with particular attention to the	1. Interpret a variety of literary texts by and about women including those who are female-identified. 1. Assigned readings will be drawn from various historical periods and different class, gender, sexual orientation and cultural perspectives 2. Assigned readings may include journals/diaries, autobiographies, essays, short stories, novels, plays and poems 3. Assigned readings will introduce students to a spectrum of current critical approaches to literary texts by and about women, such as: feminist criticism, psychoanalytic (Jungian) criticism, structuralism/semiotics, post-structuralism/deconstructionist, new-historicism, queer theory, post-colonial theory. 2. Distinguish the influences of class, race and ethnicity, culture, abilities, and sexual orientation on women as writers, characters, subjects and leaders of literary texts. 1. Compare and contrast the effects of a variety of influences on the development of textual characters and writers' voices based on information concerning historical period, class, culture, race, abilities, age/phase-of-life, and sexual orientation of writers and textual characters 2. Formulate hypotheses about the effects of class, culture, race, age, abilities, gender and sexual orientation on themselves as readers and interpreters of literary texts through careful examination and analysis of their own assumptions 3. Analyze the role of women in different historical periods with

Changed	Field	Current Version	Proposed Version
		differences among the roles of Anglo-European women and women of color as well as differences among women of different classes and different sexual orientations to determine how these social, cultural and historical differences are reflected in and help to shape the literature of women from those periods 3. Analyze, evaluate and employ basic current approaches in literary criticism as they relate to women as writers, characters, subjects and readers of texts 1. Discuss, analyze, and synthesize the variety of contemporary critical positions (such as psychoanalytic criticism, cultural criticism, deconstructionist, post-colonial theory, queer theory) developed to address the intersections of class, race, ethnicity, culture, abilities, gender, and sexual orientation as they shape our literary values 2. Examine the changing perspectives on women writers and the current discussions and debates over the social construction of literary values 3. Formulate critical perspectives and construct analyses of the roles of women writers, characters, subjects and readers of literary texts through close explorations of the intersection of race, class, age, abilities, culture, gender and sexual orientation	particular attention to the differences among the roles of Anglo-European women and women of color as well as differences among women of different classes and different sexual orientations to determine how these social, cultural and historical differences are reflected in and help to shape the literature of women from those periods 3. Analyze, evaluate and employ basic current approaches in literary criticism as they relate to women as writers, characters, subjects and readers of texts 1. Discuss, analyze, and synthesize the variety of contemporary critical positions (such as psychoanalytic criticism, cultural criticism, deconstructionist, post-colonial theory, queer theory) developed to address the intersections of class, race, ethnicity, culture, abilities, gender, and sexual orientation as they shape our literary values 2. Examine the changing perspectives on women writers and the current discussions and debates over the social construction of literary values 3. Formulate critical perspectives and construct analyses of the roles of women writers, characters, subjects and readers of literary texts through close explorations of the intersection of race, class, age, abilities, culture, gender and sexual orientation
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ENGL C1000 or ENGL C1000H or ESL D005.	ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Not open to students with credit in the cross-listed course(s).)	(Not open to students with credit in the cross-listed course(s).)
	Limitation(s) on Enrollment - Other:	(Also listed as ELIT D021.)	(Also listed as ELIT D021.)
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
❗	**Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.**	No Value	Course Outline: A. Interpret a variety of literary texts by and about women including those who are female-identified. 1. Assigned readings will be drawn from various historical periods and different class, gender, sexual orientation and cultural perspectives. 2. Assigned readings may include journals/diaries, autobiographies, essays, short stories, novels, plays and poems. 3. Assigned readings will introduce students to a spectrum of current critical approaches to literary texts by and about women, such as: feminist criticism, psychoanalytic (Jungian) criticism, structuralism/semiotics, post-structuralism/deconstructionist, new-historicism, queer theory, post-colonial theory. B. Distinguish the influences of class, race and ethnicity, culture, abilities, and sexual orientation on women as writers, characters, subjects and leaders of literary texts. 1. Compare and contrast the effects of a variety of influences on the development of textual characters and writers' voices based on information concerning historical period, class, culture, race, abilities, age/phase-of-life, and sexual orientation of writers and textual characters. 2. Formulate hypotheses about the effects of class, culture, race, age, abilities, gender and sexual orientation on themselves as readers and interpreters of literary texts through careful examination and analysis of their own assumptions. 2. Analyze the role of women in different historical periods with particular attention to the differences among the roles of Anglo-European women and women of color as well as differences among women of different classes and different sexual orientations to determine how these social, cultural and historical differences are reflected in and help to shape the literature of women from those periods. C. Analyze, evaluate and employ basic current approaches in literary criticism as they relate to women as writers, characters, subjects and readers of texts. 1. Discuss, analyze, and synthesize the variety of contemporary critical positions (such as psychoanalytic criticism, cultural criticism,

Changed	Questions	Current Version	Proposed Version
			deconstructionist, post-colonial theory, queer theory) developed to address the intersections of class, race, ethnicity, culture, abilities, gender, and sexual orientation as they shape our literary values. 2. Examine the changing perspectives on women writers and the current discussions and debates over the social construction of literary values. 3. Formulate critical perspectives and construct analyses of the roles of women writers, characters, subjects and readers of literary texts through close explorations of the intersection of race, class, age, abilities, culture, gender and sexual orientation.
❗	**Objective 2: Compose essays drawn from personal experience and assigned texts.**	No Value	Assignments: A. Typically at least 50 pages per week of assigned readings of literary and critical texts. B. Independent research on one or more of the authors read by the class to be presented in writing and/or in group presentation to the class. C. At least 2,500 written words during the quarter. Of this total: 1. Approximately 1,000 must be an analytical and/or argumentative essay about one of the assigned authors and must demonstrate a critical analysis of primary materials and may also include synthesis and application of secondary critical materials. 2. The remaining writing will be fulfilled in a. A midterm and final exam/project and b. A variety of activities such as reader response journals, reports, formal or informal student essays.

Changed	Questions	Current Version	Proposed Version
❗	**Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.**	No Value	Assignments: A. Typically at least 50 pages per week of assigned readings of literary and critical texts. B. Independent research on one or more of the authors read by the class to be presented in writing and/or in group presentation to the class. C. At least 2,500 written words during the quarter. Of this total: 1. Approximately 1,000 must be an analytical and/or argumentative essay about one of the assigned authors and must demonstrate a critical analysis of primary materials and may also include synthesis and application of secondary critical materials. 2. The remaining writing will be fulfilled in a. A midterm and final exam/project and b. A variety of activities such as reader response journals, reports, formal or informal student essays.
❗	**Objective 4: Create syntactically varied sentences that are free of mechanical errors.**	No Value	Methods of Evaluation: A. Students will be evaluated primarily on the basis of critical paper(s) and final exam/project that demonstrate an understanding of complex issues which affect women as writers, characters and readers of literary texts. B. Students may also be evaluated on a variety of assignments such as quizzes, midterm exam, oral presentations, creative/multimedia projects such as creative writings, videos, blogs/websites, and class participation, addressing course themes and objectives, based on a grading rubric or rubrics.

Changed	Questions	Current Version	Proposed Version
❗	**Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.**	No Value	Course Outline: A. Interpret a variety of literary texts by and about women including those who are female-identified. 1. Assigned readings will be drawn from various historical periods and different class, gender, sexual orientation and cultural perspectives. 2. Assigned readings may include journals/diaries, autobiographies, essays, short stories, novels, plays and poems. 3. Assigned readings will introduce students to a spectrum of current critical approaches to literary texts by and about women, such as: feminist criticism, psychoanalytic (Jungian) criticism, structuralism/semiotics, post-structuralism/deconstructionist, new-historicism, queer theory, post-colonial theory. B. Distinguish the influences of class, race and ethnicity, culture, abilities, and sexual orientation on women as writers, characters, subjects and leaders of literary texts. 1. Compare and contrast the effects of a variety of influences on the development of textual characters and writers' voices based on information concerning historical period, class, culture, race, abilities, age/phase-of-life, and sexual orientation of writers and textual characters. 2. Formulate hypotheses about the effects of class, culture, race, age, abilities, gender and sexual orientation on themselves as readers and interpreters of literary texts through careful examination and analysis of their own assumptions. 2. Analyze the role of women in different historical periods with particular attention to the differences among the roles of Anglo-European women and women of color as well as differences among women of different classes and different sexual orientations to determine how these social, cultural and historical differences are reflected in and help to shape the literature of women from those periods. C. Analyze, evaluate and employ basic current approaches in literary criticism as they relate to women as writers, characters, subjects and readers of texts. 1. Discuss, analyze, and synthesize the variety of contemporary critical positions (such as psychoanalytic criticism, cultural criticism,

Changed	Questions	Current Version	Proposed Version
			deconstructionist, post-colonial theory, queer theory) developed to address the intersections of class, race, ethnicity, culture, abilities, gender, and sexual orientation as they shape our literary values. 2. Examine the changing perspectives on women writers and the current discussions and debates over the social construction of literary values. 3. Formulate critical perspectives and construct analyses of the roles of women writers, characters, subjects and readers of literary texts through close explorations of the intersection of race, class, age, abilities, culture, gender and sexual orientation.

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.	No Value	No Value
	If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Course Outline: A. Interpret a variety of literary texts by and about women including those who are female-identified. 1. Assigned readings will be drawn from various historical periods and different class, gender, sexual orientation and cultural perspectives. 2. Assigned readings may include journals/diaries, autobiographies, essays, short stories, novels, plays and poems. 3. Assigned readings will introduce students to a spectrum of current critical approaches to literary texts by and about women, such as: feminist criticism, psychoanalytic (Jungian) criticism, structuralism/semiotics, post-structuralism/deconstructionist, new-historicism, queer theory, post-colonial theory. B. Distinguish the influences of class, race and ethnicity, culture, abilities, and sexual orientation on women as writers, characters, subjects and leaders of literary texts. 1. Compare and contrast the effects of a variety of influences on the development of textual characters and writers' voices based on information concerning historical period, class, culture, race, abilities, age/phase-of-life, and sexual orientation of writers and textual characters. 2. Formulate hypotheses about the effects of class, culture, race, age, abilities, gender and sexual orientation on themselves as readers and interpreters of literary texts through careful examination and analysis of their own assumptions. 2. Analyze the role of women in different historical periods with particular attention to the differences among the roles of Anglo-European women and women of color as well as differences among women of different classes and different sexual orientations to determine how these social, cultural and historical differences are reflected in and help to shape the literature of women from those periods. C. Analyze, evaluate and employ basic current approaches in literary criticism as they relate to women as writers, characters, subjects and readers of texts. 1. Discuss, analyze, and synthesize the variety of contemporary critical positions (such as psychoanalytic criticism, cultural criticism,

Changed	Questions	Current Version	Proposed Version
			deconstructionist, post-colonial theory, queer theory) developed to address the intersections of class, race, ethnicity, culture, abilities, gender, and sexual orientation as they shape our literary values. 2. Examine the changing perspectives on women writers and the current discussions and debates over the social construction of literary values. 3. Formulate critical perspectives and construct analyses of the roles of women writers, characters, subjects and readers of literary texts through close explorations of the intersection of race, class, age, abilities, culture, gender and sexual orientation.
❗	**Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Assignments: A. Typically at least 50 pages per week of assigned readings of literary and critical texts. B. Independent research on one or more of the authors read by the class to be presented in writing and/or in group presentation to the class. C. At least 2,500 written words during the quarter. Of this total: 1. Approximately 1,000 must be an analytical and/or argumentative essay about one of the assigned authors and must demonstrate a critical analysis of primary materials and may also include synthesis and application of secondary critical materials. 2. The remaining writing will be fulfilled in a. A midterm and final exam/project and b. A variety of activities such as reader response journals, reports, formal or informal student essays.

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Assignments: A. Typically at least 50 pages per week of assigned readings of literary and critical texts. B. Independent research on one or more of the authors read by the class to be presented in writing and/or in group presentation to the class. C. At least 2,500 written words during the quarter. Of this total: 1. Approximately 1,000 must be an analytical and/or argumentative essay about one of the assigned authors and must demonstrate a critical analysis of primary materials and may also include synthesis and application of secondary critical materials. 2. The remaining writing will be fulfilled in a. A midterm and final exam/project and b. A variety of activities such as reader response journals, reports, formal or informal student essays.

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Course Outline: A. Interpret a variety of literary texts by and about women including those who are female-identified. 1. Assigned readings will be drawn from various historical periods and different class, gender, sexual orientation and cultural perspectives. 2. Assigned readings may include journals/diaries, autobiographies, essays, short stories, novels, plays and poems. 3. Assigned readings will introduce students to a spectrum of current critical approaches to literary texts by and about women, such as: feminist criticism, psychoanalytic (Jungian) criticism, structuralism/semiotics, post-structuralism/deconstructionist, new-historicism, queer theory, post-colonial theory. B. Distinguish the influences of class, race and ethnicity, culture, abilities, and sexual orientation on women as writers, characters, subjects and leaders of literary texts. 1. Compare and contrast the effects of a variety of influences on the development of textual characters and writers' voices based on information concerning historical period, class, culture, race, abilities, age/phase-of-life, and sexual orientation of writers and textual characters. 2. Formulate hypotheses about the effects of class, culture, race, age, abilities, gender and sexual orientation on themselves as readers and interpreters of literary texts through careful examination and analysis of their own assumptions. 2. Analyze the role of women in different historical periods with particular attention to the differences among the roles of Anglo-European women and women of color as well as differences among women of different classes and different sexual orientations to determine how these social, cultural and historical differences are reflected in and help to shape the literature of women from those periods. C. Analyze, evaluate and employ basic current approaches in literary criticism as they relate to women as writers, characters, subjects and readers of texts. 1. Discuss, analyze, and synthesize the variety of contemporary critical positions (such as psychoanalytic criticism, cultural criticism,

Changed	Questions	Current Version	Proposed Version
			deconstructionist, post-colonial theory, queer theory) developed to address the intersections of class, race, ethnicity, culture, abilities, gender, and sexual orientation as they shape our literary values. 2. Examine the changing perspectives on women writers and the current discussions and debates over the social construction of literary values. 3. Formulate critical perspectives and construct analyses of the roles of women writers, characters, subjects and readers of literary texts through close explorations of the intersection of race, class, age, abilities, culture, gender, and sexual orientation.

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Course Outline: A. Interpret a variety of literary texts by and about women including those who are female-identified. 1. Assigned readings will be drawn from various historical periods and different class, gender, sexual orientation and cultural perspectives. 2. Assigned readings may include journals/diaries, autobiographies, essays, short stories, novels, plays and poems. 3. Assigned readings will introduce students to a spectrum of current critical approaches to literary texts by and about women, such as: feminist criticism, psychoanalytic (Jungian) criticism, structuralism/semiotics, post-structuralism/deconstructionist, new-historicism, queer theory, post-colonial theory. B. Distinguish the influences of class, race and ethnicity, culture, abilities, and sexual orientation on women as writers, characters, subjects and leaders of literary texts. 1. Compare and contrast the effects of a variety of influences on the development of textual characters and writers' voices based on information concerning historical period, class, culture, race, abilities, age/phase-of-life, and sexual orientation of writers and textual characters. 2. Formulate hypotheses about the effects of class, culture, race, age, abilities, gender and sexual orientation on themselves as readers and interpreters of literary texts through careful examination and analysis of their own assumptions. 2. Analyze the role of women in different historical periods with particular attention to the differences among the roles of Anglo-European women and women of color as well as differences among women of different classes and different sexual orientations to determine how these social, cultural and historical differences are reflected in and help to shape the literature of women from those periods. C. Analyze, evaluate and employ basic current approaches in literary criticism as they relate to women as writers, characters, subjects and readers of texts. 1. Discuss, analyze, and synthesize the variety of contemporary critical positions (such as psychoanalytic criticism, cultural criticism,

Changed	Questions	Current Version	Proposed Version
			deconstructionist, post-colonial theory, queer theory) developed to address the intersections of class, race, ethnicity, culture, abilities, gender, and sexual orientation as they shape our literary values. 2. Examine the changing perspectives on women writers and the current discussions and debates over the social construction of literary values. 3. Formulate critical perspectives and construct analyses of the roles of women writers, characters, subjects and readers of literary texts through close explorations of the intersection of race, class, age, abilities, culture, gender, and sexual orientation.
	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Methods of Evaluation: A. Students will be evaluated primarily on the basis of critical paper(s) and final exam/project that demonstrate an understanding of complex issues which affect women as writers, characters and readers of literary texts. B. Students may also be evaluated on a variety of assignments such as quizzes, midterm exam, oral presentations, creative/multimedia projects such as creative writings, videos, blogs/websites, and class participation, addressing course themes and objectives, based on a grading rubric or rubrics.

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value
	Stage 7: Content Review Matrix Liaison	No Value	No Value
	Stage 8: Dean of Online Learning	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	ELIT 021; WMST 021	ELIT 021; WMST 021
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	Cross-listed	Cross-listed
	Cross-Listed/Related Course ID's	ELIT 21 (P); WMST 21 (C)	ELIT 21 (P); WMST 21 (C)
	DL Approval Date (MM/DD/YYYY)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Hybrid Approval Date (MM/DD/YYYY)	11/12/2019	11/12/2019
	Curriculum Office Notes	• Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc	• Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value

Changed	Questions	Current Version	Proposed Version					
❗	**Stage 3: DEI**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			4/9/2026	Basic Course Information	Course Description	Suggested	Consider minor revisions to use welcoming, student-centered language and minimize the use of impersonal, course-centered language, and to describe the knowledge, skills, and abilities students will gain upon the completion of the course	Y The language is in keeping with the rest of the document.

Changed	Questions	Current Version	Proposed Version			
			4/9/2026	Specifications	Examples of Required Primary Texts and References	Thanks for providing this example of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered low cost at De Anza if they are under $50.00. If there is no representative OER textbook, please let me know in the initiator response box. Please also let me know in the initiator response box if your textbook is low cost, and consider adding this information to	N The textbooks are low cost and there are not OER versions for our use.

Changed	Questions	Current Version	Proposed Version				
						the DEI Box if appropriate. This will satisfy the required component of this edit. Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.	
			4/9/2026	Specifications	Examples of Primary Texts and References	Suggested	N These are clear diverse choices for these texts.

Changed	Questions	Current Version	Proposed Version			
			4/9/2026	Specifications	Assignments	Suggested	Do assignments do one or more of the following: (1) Encourage students to connect course content to their own life, background, and experiences; (2) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider noting this for the relevant assignment. If not appropriate, let me know in the Initiator response box.	N (1) Absolutely, they do. (2) Yes, there are a part of the course.

Changed	Questions	Current Version	Proposed Version							
			4/9/2026	Specifications	Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If not appropriate, let me know in the initiator response box.	N	This is a component of class discussions and assignment overviews during the class.	
	Stage 4: Articulation Officer	No Value	No Value							
	Stage 5: De Anza General Education	No Value	No Value							
!	**Stage 6: Content Review Matrix Liaison**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**		
			4/28/26	Matrix A	All that apply	Required	Please complete for your English advisory	incomplete - zj 5/3		
	Stage 7: Dean of Online Learning	No Value	No Value							
	Stage 8: SLO Coordinator	No Value	No Value							

Changed	Questions	Current Version	Proposed Version
	Stage 10: Curriculum Committee	No Value	No Value

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	WMSTD021.
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000306028

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	

De Anza College

Change Report

06/08/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
A-Matrix Form	Objective 2: Compose essays drawn from personal experience and assigned texts.
A-Matrix Form	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.
A-Matrix Form	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Section	Changed field
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Comments	Stage 3: DEI
Comments	Stage 6: Content Review Matrix Liaison
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.

General Information

Changed	Field	Current Version	Proposed Version
!	**Faculty Initiator**	• Shameka Walker	• Julie Sartwell
	Course ID (CB01A and CB01B)	ELITD028.	ELITD028.
	Course Control Number	CCC000617393	CCC000617393
	Course Title (CB02)	Young Adult Literature	Young Adult Literature
	Short Course Title	YOUNG ADULT LITERATURE	YOUNG ADULT LITERATURE

Changed	Field	Current Version	Proposed Version
	TOP Code (CB03)	1503.00	1503.00 Comparative Literature
	CIP Code	Comparative Literature	16.0104 Comparative Literature
	Department	ELIT - English Literature	ELIT - English Literature
!	**Effective Term**	Fall 2025	Fall ~~2025~~ 2027
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
	Course Description	This course examines significant authors, movements, and traditions (continuing as well as emerging) in a diverse range of young adult literature.	This course examines significant authors, movements, and traditions (continuing as well as emerging) in a diverse range of young adult literature.
	Course Type (CB27)	• Lower Division	• Lower Division
!	**Mode of Delivery**	No value	• Online

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	**Discipline 1**	No value	• English
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	**FSA**	No value	• FHDA FSA - ENGLISH

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is transferable to CSU and UC. This course meets a general education requirement for De Anza, and Cal-GETC and is on the English AA Degree and ADT. This course offers content-centered on the study of Young Adult Literature.	This course is transferable to CSU and UC. This course meets a general education requirement for De Anza, and Cal-GETC and is on the English AA Degree and ADT. This course offers content-centered on the study of Young Adult Literature.

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No	No

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	No	No

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No	No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No	No

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	ELIT 28 centers on diversity, equity, and inclusion in all aspects of the course.
❗	**Please check all areas in the COR that address DEI.**	No value	• Basic Course Information - Course Description • Specifications - Assignments • Specifications - Examples of Primary Texts and References • Specifications - Methods of Instruction • Specifications - Methods of Evaluation • Outline - Course Outline

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	
	Will the course fulfill a UC/CSU lower-division major requirement?	No	No
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	Yes	Yes

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program** Cal-GETC **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Cal-GETC **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Cal-GETC (In Development) **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Cal-GETC (In Development) **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program English **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** English **Award Type** Associate in Arts (A.A.) Degree
		Associated Program English **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** English **Award Type** Associate in Arts (A.A.) Degree
		Associated Program English for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** English for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program English for Transfer (In Development) **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** English for Transfer (In Development) **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Liberal Arts (Arts and Letters Emphasis)	**Associated Program** Liberal Arts (Arts and Letters Emphasis)

Changed	Field	Current Version	Proposed Version
		Award Type Associate in Arts (A.A.) Degree	**Award Type** Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved
	GE Information	**System/Institution** Cal-GETC **Area(s)** • CA3B - Approved. **-** No value **System/Institution** De Anza GE **Area(s)** • 2G3X - Approved. **-** No value	**System/Institution** Cal-GETC **Area(s)** • CA3B - Approved. **-** No value **System/Institution** De Anza GE **Area(s)** • 2G3X - Approved. **-** No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	4	4
	Lecture Hours - Out of Class	8	8
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144
	Lecture Hours - Course In-Class (Contact) per Term	48	48
	Lecture Hours - Course Out-of-Class per Term	96	96

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	48	48
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4	4
	Total Credit Units - Maximum Credit Units	4	4

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4

Changed	Field	Current Version	Proposed Version
	Maximum Credit Units	4	4

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading In-class essays Quiz and examination review performed in class Collaborative learning and small group exercises Collaborative projects	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading In-class essays Quiz and examination review performed in class Collaborative learning and small group exercises Collaborative projects

Changed	Field	Current Version	Proposed Version
	Assignments	1. Students will read a substantial and varied offering of young adult literary works by a variety of authors. 2. Students will prepare for class discussions by developing conclusions, theories, and hypotheses in response to assigned readings. 3. Students will write at least 2,500 words during the quarter. 1. Approximately 1,500 words must be analytical and/or argumentative essays about the assigned reading and must demonstrate some achievement of the course goals. 2. The remaining writing requirement: 1. May also be drawn from a variety of other activities such as additional formal essays, in-class writings as well as a midterm exam. 2. Students will write a final examination or final project.	1. Students will read a substantial and varied offering of young adult literary works by a variety of authors. 2. Students will prepare for class discussions by developing conclusions, theories, and hypotheses in response to assigned readings. 3. Students will write at least 2,500 words during the quarter. 1. Approximately 1,500 words must be analytical and/or argumentative essays about the assigned reading and must demonstrate some achievement of the course goals. 2. The remaining writing requirement: 1. May also be drawn from a variety of other activities such as additional formal essays, in-class writings as well as a midterm exam. 2. Students will write a final examination or final project.

Changed	Field	Current Version	Proposed Version
❗	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation** 1. Critical essays will be evaluated based on demonstrating understanding of a literary work's or works' artistic synthesis of content and form. 2. Shorter examinations, oral presentations, and class participation will be evaluated based on understanding of and connection to course materials in written and/or oral forms. 3. A written final examination or final project will be evaluated based on quality of synthesis and analysis of course materials.	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation** 1. Critical essays will be evaluated based on demonstrating understanding of a literary work's or works' artistic synthesis of content and form. 2. Shorter examinations, oral presentations, and class participation will be evaluated based on understanding of and connection to course materials in written and/or oral forms. 3. A written final examination or final project will be evaluated based on quality of synthesis and analysis of course materials.

Changed	Field	Current Version	Proposed Version
❗	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • None. **Essential College Facilities:** • None.	**Essential Student Materials:** • None **Essential College Facilities:** • None

Changed	Field	Current Version	Proposed Version
❗	**Examples of Primary Texts and References**	**Title** No value **Author** Acevedo, Elizabeth. The Poet X. New York: HarperTeen, 2018. **Publisher** No value **Date/Edition** No value **ISBN** No value **Title** No value **Author** Collins, Suzanne. The Hunger Games: 10th Anniversary Edition. New York: Scholastic, 2018. **Publisher** No value **Date/Edition** No value **ISBN** No value **Title** No value **Author** Saenz, Benjamin Alire. Aristotle and Dante Discover the Secrets of the Universe. New York: Simon and Schuster for Young Readers, 2012. **Publisher** No value **Date/Edition** No value **ISBN** No value **Title** No value	**Title** The Poet X **Author** Acevedo, Elizabeth **Publisher** HarperTeen **Date/Edition** 2018 **ISBN** No value **Title** Everything We Never Had **Author** Ribay, Randy **Publisher** Kokila **Date/Edition** 2024 **ISBN** No value **Title** Aristotle and Dante Discover the Secrets of the Universe **Author** Saenz, Benjamin Alire **Publisher** Simon and Schuster for Young Readers **Date/Edition** 2012 **ISBN** No value **Title** All My Rage **Author** Tahir, Sabaa **Publisher** Penguin **Date/Edition** 2023 **ISBN** No value **Title** The Hate You Give

Changed	Field	Current Version	Proposed Version
		Author Thomas, Angie. The Hate You Give. New York: Balzer + Bray, 2018. **Publisher** No value **Date/Edition** No value **ISBN** No value	**Author** Thomas, Angie **Publisher** Harper Collins **Date/Edition** 2018 **ISBN** No value
		Title No value **Author** Yoshimoto, Banana. Kitchen. New York: Faber & Faber, 2018. **Publisher** No value **Date/Edition** No value **ISBN** No value	

Changed	Field	Current Version	Proposed Version
❗	**Suggested Reading List**	**Reading List**: Blume, Judy. Are You There God? It's Me Margaret. New York: Anthemeum, 2012. **May include, but are not limited to**: No value **Reading List**: Carlson, Lori M. and Oscar Hijuelos, Eds. Representing the Rainbow in Young Adult Literature: LGBTQ+ Content Since 1969. New York: Roman & Littlefield, 2018. **May include, but are not limited to**: No value **Reading List**: Chao, Gloria. American Panda. New York: Simon Pulse, 2018. **May include, but are not limited to**: No value **Reading List**: Lowry, Louis. The Giver: 25th Anniversary Edition. New York: HMH for Young Readers, 2018.	**Reading List**: List: **May include, but are not limited to**: Memoirs: • Nazario, Sonia. Enrique's Journey Novels: • Blume, Judy. Are You There God? It's Me Margaret • Chao, Gloria. Panda • Lowry, Louis. The Giver 25th Anniversary Edition • Reynolds, Jason. Long Way Down • Hammonds, Jas. Thirsty

Changed	Field	Current Version	Proposed Version
	May include, but are not limited to	No value	
	Reading List	Nazario, Sonia. Enrique's Journey. New York: Random House, 2017.	
	May include, but are not limited to	No value	
	Reading List	Reynolds, Jason. Long Way Down. New York: Antheneum, 2017.	
	May include, but are not limited to	No value	
	Reading List	Rowling, J.K. Harry Potter and the Sorcerer's Stone. London: Pottermore Publishing, 2015.	
	May include, but are not limited to	No value	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Identify and apply key methods of interpreting and evaluating literary texts with particular attention to young adult literature. • Classify and analyze young adult literature according to genre. • Analyze connections between young adult literature and culture in historical context. • Interrogate singular notions of "teen" identity in order to complicate narratives of adolescence across intersections: including (but not limited to) representation of race, ethnicity, border, gender, sexuality, immigration, class, ability, language, etc.	• Identify and apply key methods of interpreting and evaluating literary texts with particular attention to young adult literature. • Classify and analyze young adult literature according to genre. • Analyze connections between young adult literature and culture in historical context. • Interrogate singular notions of "teen" identity in order to complicate narratives of adolescence across intersections: including (but not limited to) representation of race, ethnicity, border, gender, sexuality, immigration, class, ability, language, etc.
	CSLOs	**CSLOs** Analyze defining formal and stylistic attributes of Young Adult Literature across literary genres. **Expected SLO Performance** 0.0 **CSLOs** Analyze Young Adult literary texts from multiple critical perspectives. **Expected SLO Performance** 0.0	**CSLOs** Analyze defining formal and stylistic attributes of Young Adult Literature across literary genres. **Expected SLO Performance** 0.0 **CSLOs** Analyze Young Adult literary texts from multiple critical perspectives. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	1. Identify and apply key methods of interpreting and evaluating literary texts with particular attention to young adult literature. 1. Recognize and evaluate critical theoretical methodologies and approaches especially as they are applied to young adult literature. 2. Identify and analyze historical developments in young adult literature in terms of movements, trends, and diversity of authorship. 3. Apply varied critical methods of inquiry, exploration, and culturally informed analyses to specific works of young adult literature. 2. Classify and analyze young adult literature according to genre. 1. Identify and analyze genres such as prose, poetry, memoir, fiction, fantasy, graphic novel, film adaptations. 2. Identify significant elements that characterize a given genre such as use of language, thematic tropes, counter narratives, reframing of traditional plot devices, etc. 3. Apply knowledge of literary conventions to analyses of specific texts. 3. Analyze connections between young adult literature and culture in historical context. 1. Analyze the influences of culture and identity represented in specific texts. 2. Compare texts by authors from differing cultural backgrounds and different historical periods of time.	1. Identify and apply key methods of interpreting and evaluating literary texts with particular attention to young adult literature. 1. Recognize and evaluate critical theoretical methodologies and approaches especially as they are applied to young adult literature. 2. Identify and analyze historical developments in young adult literature in terms of movements, trends, and diversity of authorship. 3. Apply varied critical methods of inquiry, exploration, and culturally informed analyses to specific works of young adult literature. 2. Classify and analyze young adult literature according to genre. 1. Identify and analyze genres such as prose, poetry, memoir, fiction, fantasy, graphic novel, film adaptations. 2. Identify significant elements that characterize a given genre such as use of language, thematic tropes, counter narratives, reframing of traditional plot devices, etc. 3. Apply knowledge of literary conventions to analyses of specific texts. 3. Analyze connections between young adult literature and culture in historical context. 1. Analyze the influences of culture and identity represented in specific texts. 2. Compare texts by authors from differing cultural backgrounds and different historical periods of time.

Changed	Field	Current Version	Proposed Version
		3. Evaluate representations of young adulthood in ancillary forms such as popular culture, new media, and social media articulations. 4. Compare "Young Adult" literary (YA) works with the emerging genre of "New Adult" (NA) literature in terms of content and scope. 4. Interrogate singular notions of "teen" identity in order to complicate narratives of adolescence across intersections: including (but not limited to) representation of race, ethnicity, border, gender, sexuality, immigration, class, ability, language, etc. 1. Within an historicized context of race and ethnic identity. 2. Along and across definitions of immigration, globalization, and the fluidity of borderlands. 3. From differing class, nationality, ethnicity, and regional consciousnesses. 4. Across gender identification including (but not limited to) trans, non-conforming, non-binary, and gender queer. 5. Across sexuality including (but not limited to) LGBTQ+ intersections.	3. Evaluate representations of young adulthood in ancillary forms such as popular culture, new media, and social media articulations. 4. Compare "Young Adult" literary (YA) works with the emerging genre of "New Adult" (NA) literature in terms of content and scope. 4. Interrogate singular notions of "teen" identity in order to complicate narratives of adolescence across intersections: including (but not limited to) representation of race, ethnicity, border, gender, sexuality, immigration, class, ability, language, etc. 1. Within an historicized context of race and ethnic identity. 2. Along and across definitions of immigration, globalization, and the fluidity of borderlands. 3. From differing class, nationality, ethnicity, and regional consciousnesses. 4. Across gender identification including (but not limited to) trans, non-conforming, non-binary, and gender queer. 5. Across sexuality including (but not limited to) LGBTQ+ intersections.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ENGL C1000 or ENGL C1000H or ESL D005.	ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
!	**Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.**	No Value	Assignments A: Students will read a substantial and varied offering of young adult literary works by a variety of authors. Outline A.3: Apply varied critical methods of inquiry, exploration, and culturally informed analyses to specific works of young adult literature.
!	**Objective 2: Compose essays drawn from personal experience and assigned texts.**	No Value	Assignments B.1: Approximately 1,500 words must be analytical and/or argumentative essays about the assigned reading and must demonstrate some achievement of the course goals.
!	**Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.**	No Value	Assignments B.1: Approximately 1,500 words must be analytical and/or argumentative essays about the assigned reading and must demonstrate some achievement of the course goals.
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
❗	**Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.**	No Value	Assignments A: Students will read a substantial and varied offering of young adult literary works by a variety of authors. Outline C: Analyze connections between young adult literature and culture in historical context. Outline D: Interrogate singular notions of "teen" identity in order to complicate narratives of adolescence across intersections: including (but not limited to) representation of race, ethnicity, border, gender, sexuality, immigration, class, ability, language, etc.

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.	No Value	No Value
	If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
!	**Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Course Outline: A. Identify and apply key methods of interpreting and evaluating literary texts with particular attention to young adult literature. 1. Recognize and evaluate critical theoretical methodologies and approaches especially as they are applied to young adult literature. 2. Identify and analyze historical developments in young adult literature in terms of movements, trends, and diversity of authorship. 3. Apply varied critical methods of inquiry, exploration, and culturally informed analyses to specific works of young adult literature. B. Classify and analyze young adult literature according to genre. 1. Identify and analyze genres such as prose, poetry, memoir, fiction, fantasy, graphic novel, film adaptations. 2. Identify significant elements that characterize a given genre such as use of language, thematic tropes, counter narratives, reframing of traditional plot devices, etc. 3. Apply knowledge of literary conventions to analyses of specific texts. C. Analyze connections between young adult literature and culture in historical context. 1. Analyze the influences of culture and identity represented in specific texts. 2. Compare texts by authors from differing cultural backgrounds and different historical periods of time. 3. Evaluate representations of young adulthood in ancillary forms such as popular culture, new media, and social media articulations. 4. Compare "Young Adult" literary (YA) works with the emerging genre of "New Adult" (NA) literature in terms of content and scope. D. Interrogate singular notions of "teen" identity in order to complicate narratives of adolescence across intersections: including (but not limited to) representation of race, ethnicity, border, gender, sexuality, immigration, class, ability, language, etc. 1. Within an historicized context of race and ethnic identity. 2. Along and across definitions of immigration, globalization, and the

Changed	Questions	Current Version	Proposed Version
			fluidity of borderlands. 3. From differing class, nationality, ethnicity, and regional consciousnesses. 4. Across gender identification including (but not limited to) trans, non-conforming, non-binary, and gender queer. 5. Across sexuality including (but not limited to) LGBTQ+ intersections.
!	**Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Assignments: A. Students will read a substantial and varied offering of young adult literary works by a variety of authors. B. Students will prepare for class discussions by developing conclusions, theories, and hypotheses in response to assigned readings. C. Students will write at least 2,500 words during the quarter. 1. Approximately 1,500 words must be analytical and/or argumentative essays about the assigned reading and must demonstrate some achievement of the course goals. 2. The remaining writing requirement: a. May also be drawn from a variety of other activities such as additional formal essays, in-class writings as well as a midterm exam. b. Students will write a final examination or final project.

Changed	Questions	Current Version	Proposed Version
!	**Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Assignments: A. Students will read a substantial and varied offering of young adult literary works by a variety of authors. B. Students will prepare for class discussions by developing conclusions, theories, and hypotheses in response to assigned readings. C. Students will write at least 2,500 words during the quarter. 1. Approximately 1,500 words must be analytical and/or argumentative essays about the assigned reading and must demonstrate some achievement of the course goals. 2. The remaining writing requirement: a. May also be drawn from a variety of other activities such as additional formal essays, in-class writings as well as a midterm exam. b. Students will write a final examination or final project.

Changed	Questions	Current Version	Proposed Version
!	**Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Course Outline: A. Identify and apply key methods of interpreting and evaluating literary texts with particular attention to young adult literature. 1. Recognize and evaluate critical theoretical methodologies and approaches especially as they are applied to young adult literature. 2. Identify and analyze historical developments in young adult literature in terms of movements, trends, and diversity of authorship. 3. Apply varied critical methods of inquiry, exploration, and culturally informed analyses to specific works of young adult literature. B. Classify and analyze young adult literature according to genre. 1. Identify and analyze genres such as prose, poetry, memoir, fiction, fantasy, graphic novel, film adaptations. 2. Identify significant elements that characterize a given genre such as use of language, thematic tropes, counter narratives, reframing of traditional plot devices, etc. 3. Apply knowledge of literary conventions to analyses of specific texts. C. Analyze connections between young adult literature and culture in historical context. 1. Analyze the influences of culture and identity represented in specific texts. 2. Compare texts by authors from differing cultural backgrounds and different historical periods of time. 3. Evaluate representations of young adulthood in ancillary forms such as popular culture, new media, and social media articulations. 4. Compare "Young Adult" literary (YA) works with the emerging genre of "New Adult" (NA) literature in terms of content and scope. D. Interrogate singular notions of "teen" identity in order to complicate narratives of adolescence across intersections: including (but not limited to) representation of race, ethnicity, border, gender, sexuality, immigration, class, ability, language, etc. 1. Within an historicized context of race and ethnic identity. 2. Along and across definitions of immigration, globalization, and the

Changed	Questions	Current Version	Proposed Version
			fluidity of borderlands. 3. From differing class, nationality, ethnicity, and regional consciousnesses. 4. Across gender identification including (but not limited to) trans, non-conforming, non-binary, and gender queer. 5. Across sexuality including (but not limited to) LGBTQ+ intersections.

Changed	Questions	Current Version	Proposed Version
!	**Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Course Outline: A. Identify and apply key methods of interpreting and evaluating literary texts with particular attention to young adult literature. 1. Recognize and evaluate critical theoretical methodologies and approaches especially as they are applied to young adult literature. 2. Identify and analyze historical developments in young adult literature in terms of movements, trends, and diversity of authorship. 3. Apply varied critical methods of inquiry, exploration, and culturally informed analyses to specific works of young adult literature. B. Classify and analyze young adult literature according to genre. 1. Identify and analyze genres such as prose, poetry, memoir, fiction, fantasy, graphic novel, film adaptations. 2. Identify significant elements that characterize a given genre such as use of language, thematic tropes, counter narratives, reframing of traditional plot devices, etc. 3. Apply knowledge of literary conventions to analyses of specific texts. C. Analyze connections between young adult literature and culture in historical context. 1. Analyze the influences of culture and identity represented in specific texts. 2. Compare texts by authors from differing cultural backgrounds and different historical periods of time. 3. Evaluate representations of young adulthood in ancillary forms such as popular culture, new media, and social media articulations. 4. Compare "Young Adult" literary (YA) works with the emerging genre of "New Adult" (NA) literature in terms of content and scope. D. Interrogate singular notions of "teen" identity in order to complicate narratives of adolescence across intersections: including (but not limited to) representation of race, ethnicity, border, gender, sexuality, immigration, class, ability, language, etc. 1. Within an historicized context of race and ethnic identity. 2. Along and across definitions of immigration, globalization, and the

Changed	Questions	Current Version	Proposed Version
			fluidity of borderlands. 3. From differing class, nationality, ethnicity, and regional consciousnesses. 4. Across gender identification including (but not limited to) trans, non-conforming, non-binary, and gender queer. 5. Across sexuality including (but not limited to) LGBTQ+ intersections.
!	**Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Methods of Evaluation: A. Critical essays will be evaluated based on demonstrating understanding of a literary work's or works' artistic synthesis of content and form. B. Shorter examinations, oral presentations, and class participation will be evaluated based on understanding of and connection to course materials in written and/or oral forms. C. A written final examination or final project will be evaluated based on quality of synthesis and analysis of course materials.

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Stage 7: Content Review Matrix Liaison	No Value	No Value
	Stage 8: Dean of Online Learning	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	ELIT 028	ELIT 028
	Course Status	New	New
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Curriculum Office Notes	• Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -sw	• Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -sw

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value

Changed	Questions	Current Version	Proposed Version					
❗	**Stage 3: DEI**	No Value						
			Date	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			4/9/2026	Basic Course Information	Course Description	Suggested	Consider minor revisions to use welcoming, student-centered language and minimize the use of impersonal, course-centered language, and to describe the knowledge, skills, and abilities students will gain upon the completion of the course	N

Changed	Questions	Current Version	Proposed Version			
			4/9/2026	Specifications	Examples of Required Primary Texts and References	Thanks for providing this example of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered low cost at De Anza if they are under $50.00. If there is no representative OER textbook, please let me know in the initiator response box. Please also let me know in the initiator response box if your textbook is low cost, and consider adding this	There's no OER as of now. All texts are low-cost.

Changed	Questions	Current Version	Proposed Version				
						information to the DEI Box if appropriate. This will satisfy the required component of this edit. Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.	
		4/9/2026	Specifications	Examples of Primary Texts and References	Suggested		Yes, the do.

Changed	Questions	Current Version	Proposed Version		
			4/9/2026 SpecificationsAssignmentsSuggested	Do assignments do one or more of the following: (1) Encourage students to connect course content to their own life, background, and experiences; (2) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider noting this for the relevant assignment. If not appropriate, let me know in the Initiator response box.	Yes to 1 & 2 but not adding to COR.

Changed	Questions	Current Version	Proposed Version						
			4/9/2026	Specifications	Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If not appropriate, let me know in the initiator response box.	Yes but not adding to COR.	
	Stage 4: Articulation Officer	No Value	No Value						
	Stage 5: De Anza General Education	No Value	No Value						
❗	**Stage 6: Content Review Matrix Liaison**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**	
			4/29/26	Matrix A	All that apply	Required	Please complete for your English advisory	Y (KE)	
	Stage 7: Dean of Online Learning	No Value	No Value						
	Stage 8: SLO Coordinator	No Value	No Value						

Changed	Questions	Current Version	Proposed Version
	Stage 10: Curriculum Committee	No Value	No Value

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	ELITD028.
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000617393

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	

Changed	Field	Current Version
	Course Crosswalk CRS-NUMBER	

De Anza College

Change Report

06/08/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
A-Matrix Form	Objective 2: Compose essays drawn from personal experience and assigned texts.
A-Matrix Form	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.
A-Matrix Form	Objective 4: Create syntactically varied sentences that are free of mechanical errors.
A-Matrix Form	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Section	Changed field
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Comments	Stage 3: DEI
Comments	Stage 4: Articulation Officer
Course Philosophy	Course Philosophy
DEI Review	Please check all areas in the COR that address DEI.
DEI Review	Please summarize the ways in which your course includes DEI.

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• Shameka Walker	• Kim Palmore • Chow, Karen • Quinn, Roseanne
	Course ID (CB01A and CB01B)	ELITD039.	ELITD039.
	Course Control Number	CCC000015828	CCC000015828
	Course Title (CB02)	Contemporary Literature	Contemporary Literature
	Short Course Title	CONTEMPORARY LITERATURE	CONTEMPORARY LITERATURE
	TOP Code (CB03)	1503.00	1503.00 Comparative Literature
	CIP Code	Comparative Literature	16.0104 Comparative Literature
	Department	ELIT - English Literature	ELIT - English Literature
❗	**Effective Term**	Fall 2025	Fall ~~2025~~ 2027
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
❗	**Course Description**	This course is a critical examination of representative, contemporary literary works of the post-WWII period, with emphasis on more recent works and intercultural offerings, and attention to key trends, styles, and issues in a global context.	In this course, students will critically examine representative, contemporary literary works of the post-WWII period, with emphasis on more recent works and intercultural offerings. Students will develop skills in literary analysis, global and cultural awareness, and critical thinking as they explore key trends, styles, and issues across a wide range of genres, voices, and international contexts.
	Course Type (CB27)	• Lower Division	• Lower Division

Changed	Field	Current Version	Proposed Version
❗	**Mode of Delivery**	• Hybrid	• Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• English
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - ENGLISH

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is a major preparation requirement in the discipline of English for at least one CSU or UC. This course also meets a general education requirement for De Anza, and Cal-GETC and belongs on the English AA Degree. This course undertakes a critical examination of representative, contemporary literary works of the post-WWII period, with emphasis on more recent works and intercultural offerings. Attention to key trends, styles, and issues in a global context.	This course is a major preparation requirement in the discipline of English for at least one CSU or UC. This course also meets a general education requirement for De Anza, and Cal-GETC and belongs on the English AA Degree. This course undertakes a critical examination of representative, contemporary literary works of the post-WWII period, with emphasis on more recent works and intercultural offerings. Attention to key trends, styles, and issues in a global context.

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	This course is grounded in the belief that literature is a powerful lens through which students can examine identity, power, social justice, and the full complexity of human experience. By engaging with a deliberately diverse collection of contemporary texts, instructors and students share in the choice of what to read, with the flexibility to select current works that feel relevant and immediate. This is especially meaningful for students who may not identify as English majors but who bring rich perspectives to literary study. Through critical frameworks such as postcolonialism, Feminist theory, Queer theory, Ethnic Studies, and Disability Rights Studies, students develop tools to analyze how literature both reflects and challenges systems of power. Exploration across a range of genres — fiction, poetry, memoir, graphic novel, drama, and digital media — ensures that students encounter and develop comfort with multiple forms of literary expression, broadening their sense of what literature can be and who it speaks to.

CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No	No

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	No	No

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No	No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No	No

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No

DEI Review

Changed	Field	Current Version	Proposed Version
!	**Please check all areas in the COR that address DEI.**	No value	• Basic Course Information - Course Description • Specifications - Assignments • Specifications - Examples of Primary Texts and References • Specifications - Methods of Instruction • Specifications - Methods of Evaluation • Outline - Course Outline
	Please summarize the ways in which your course includes DEI.	No value	This course centers diversity, equity, and inclusion as foundational rather than supplementary. Course texts are deliberately curated to reflect a wide range of cultural, ethnic, gender, queer, postcolonial, working class, and disability perspectives, with flexibility for instructors and students to select current works that feel relevant to their lives — making the course accessible and meaningful for students who may not identify as English majors but who bring rich perspectives to literary study. Assignments offer genuine choices in how students demonstrate proficiency, including analytical essays, reader response, journals, original fiction, and oral presentations, allowing students to draw on their own backgrounds and experiences. Critical frameworks embedded throughout — including Feminist theory, Queer theory, Ethnic Studies, Postcolonialism, and Disability Rights Studies — give students tools to analyze power, identity, and social justice across genres. Where appropriate, instructors provide model assignments to clarify expectations, and many course texts are available through library databases at no cost to students.

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	
	Will the course fulfill a UC/CSU lower-division major requirement?	No	No
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	Yes	Yes

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program** Cal-GETC **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Cal-GETC **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Cal-GETC (In Development) **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Cal-GETC (In Development) **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program English **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** English **Award Type** Associate in Arts (A.A.) Degree
		Associated Program English **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** English **Award Type** Associate in Arts (A.A.) Degree
		Associated Program English for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** English for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program English for Transfer (In Development) **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** English for Transfer (In Development) **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved
	GE Information	**System/Institution** Cal-GETC **Area(s)** • CA3B - Approved. **-** No value **System/Institution** De Anza GE **Area(s)** • 2G3X - Approved. **-** No value	**System/Institution** Cal-GETC **Area(s)** • CA3B - Approved. **-** No value **System/Institution** De Anza GE **Area(s)** • 2G3X - Approved. **-** No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	4	4
	Lecture Hours - Out of Class	8	8
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36

Changed	Field	Current Version	Proposed Version
	Total Student Learning Hours	144	144
	Lecture Hours - Course In-Class (Contact) per Term	48	48
	Lecture Hours - Course Out-of-Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	48	48
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4	4
	Total Credit Units - Maximum Credit Units	4	4

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.

Changed	Field	Current Version	Proposed Version
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
!	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction** Discussion of assigned reading Collaborative learning and small group exercises Lecture and visual aids In-class exploration of Internet sites	**Methods of Instruction** Methods of Instruction **Methods of Instruction** Discussion of assigned reading Collaborative learning and small group exercises Lecture and visual aids In-class exploration of Internet sites
!	**Assignments**	1. Reading 1. Wide selection of complex, college-level literary texts. 2. Optional contextual or critical material. 2. Students will write at least 2,500 words during the quarter. Of this total 1. At least 1000 words of analytical writing will be in essay form about the assigned reading and must demonstrate some achievement of course goals. 2. The remaining writing requirement must be fulfilled through Final Exam, and mid-term or project, and, may also be drawn from a variety of other activities such as reading quizzes; reader response; journals; reports; summaries; additional informal essays; original fiction. 3. Student's evaluation of, and/or attendance at, local, or on-line, poetry readings, author readings, films and plays by contemporary authors.	1. Reading 1. Wide selection of complex, college-level literary texts. 2. Optional contextual or critical material. 3. Discussion of assigned reading. Collaborative learning and small group exercises. 2. Students will write at least 2,500 words during the quarter. Of this total 1. At least 1000 words of analytical writing will be in essay form about the assigned reading and must demonstrate some achievement of course goals. 2. The remaining writing requirement must be fulfilled through Final Exam, and mid-term or project, and, may also be drawn from a variety of other activities such as reading quizzes; reader response; journals; reports; summaries; additional informal essays; original fiction. 3. Analytical essays require proper MLA formatting, in-text citation, and works cited pages. 3. Student's evaluation of, and/or attendance at, local, or on-line, poetry readings, author readings, films and plays by contemporary authors.

Changed	Field	Current Version	Proposed Version
❗	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation** 1. Analytical essay(s)demonstrating understanding of the synthesis of technique and theme in contemporary fiction. 2. Student's performance on quizzes, examinations, oral presentations, and active class participation to assess student preparedness and comprehension of individual concepts and readings. 3. A final assessment that may consist of an exam, a presentation, performance, or other final project.	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation** 1. Analytical essay(s)demonstrating understanding of the synthesis of technique and theme in contemporary fiction. 2. Student's performance on quizzes, examinations, oral presentations, and active class participation to assess student preparedness and comprehension of individual concepts and readings. 3. A final assessment that may consist of an exam, a presentation, performance, or other final project.
❗	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • None. **Essential College Facilities:** • None.	**Essential Student Materials:** • None **Essential College Facilities:** • None

Changed	Field	Current Version	Proposed Version
❗	**Examples of Primary Texts and References**		

Current Version

Title	No value
Author	Prasad, Chandra. "Mixed: An Anthology of Short Fiction on the Multiracial Experience." New York: Norton, 2006.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Boehmer, Elleke, Editor. "Colonial and Postcolonial Literature." New York: Oxford University Press, 2005.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Gwynn, R.S.. "Contemporary American Poetry." Boston: Longman, 2004.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Ngozi Adichie, Chimamanda. "One World: A Global Anthology of Short Stories." New Internationalist, 2009.
Publisher	No value
Date/Edition	No value
ISBN	No value

Proposed Version

Title	Indivisible: An Anthology of Contemporary South Asian American Poetry
Author	Banerjee, Neelanjana, Summi Kaipa, and Pireeni Sundaralingam
Publisher	University of Arkansas Press
Date/Edition	2010
ISBN	No value

Title	One World: A Global Anthology of Short Stories
Author	Ngozi Adichie, Chimamanda
Publisher	New Internationalist
Date/Edition	2009
ISBN	No value

Title	Compact Anthology of World Literature II: Volumes 4, 5, and 6
Author	Turlington, Anna; Horton, Matthew; Dodson, Karen; Getty, Laura, and Kwon, Kyounghye
Publisher	Gallileo Open Learning Materials (OER)
Date/Edition	2018
ISBN	https://oer.galileo.usg.edu/cgi/viewcontent.cgi?article=1018&context=english-textbooks

Title	The Best American Magazine Writing 2022
Author	Holt, Sid
Publisher	Columbia University Press
Date/Edition	2022
ISBN	No value

Changed	Field	Current Version	Proposed Version
❗	**Suggested Reading List**	**Reading List** Eggers, Dave. "The Circle." Vintage, 2014. **May include, but are not limited to** No value **Reading List** Satrapi, Marjane. "The Complete Persepolis." Pantheon, 2004. **May include, but are not limited to** No value **Reading List** Morrison, Toni. "Song of Solomon." Vintage, 2004. **May include, but are not limited to** No value **Reading List** Valdez, Luis. "Zoot Suit and Other Plays." Arte Publico Press, 1992. **May include, but are not limited to** No value **Reading List** Foer, Jonathan Safran. "Everything Is Illuminated." Harper Perennial, 2003. **May include, but are not limited to** No value **Reading List** Diaz, Junot. "This is How you Lose Her." Riverhead Trade, 2013.	**Reading List** List **May include, but are not limited to** Akhtar, Ayad. "Disgraced." Back Bay Books, 2014. Bechdel, Alison. "Fun Home: A Family Tragicomic." Houghton Mifflin, 2006. Diaz, Junot. "This is How you Lose Her." Riverhead Trade, 2013. Foer, Jonathan Safran. "Everything Is Illuminated." Harper Perennial, 2003. Gambino, Childish. "This is America." Vimeo, directed by Hiro Murai. 5 May 2018. Morrison, Toni. "Song of Solomon." Vintage, 2004. Nazario, Sonia. "Enrique's Journey." Random House, 2007. Nelson, Maggie. "The Argonauts." Minnesota: Graywolf Press, 2015. Rankine, Claudia. "Citizen." Minnesota: Graywolf Press, 2014. Rooney, Sally. "Conversations Among Friends." New York: Hogarth/Penguin Random House, 2017. Satrapi, Marjane. "The Complete Persepolis." Pantheon, 2004. Valdez, Luis. "Zoot Suit and Other Plays." Arte Publico Press, 1992.

Changed	Field	Current Version	Proposed Version
	May include, but are not limited to	No value	
	Reading List	Gambino, Childish. "This is America." Vimeo, directed by Hiro Murai. 5 May 2018.	
	May include, but are not limited to	No value	
	Reading List	Nelson, Maggie. "The Argonauts." Minnesota: Graywolf Press, 2015.	
	May include, but are not limited to	No value	
	Reading List	Rankine, Claudia. "Citizen." Minnesota: Graywolf Press, 2014	
	May include, but are not limited to	No value	
	Reading List	Rooney, Sally. "Conversations Among Friends." New York: Hogarth/Penguin Random House, 2017.	
	May include, but are not limited to	No value	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Examine a diverse range of contemporary literary texts from a wide variety of cultural, social, and political contexts. • Analyze the relationships between various areas of contemporary culture, politics, socioeconomics, history, and literature. • Identify various significant literary figures, movements and critical perspectives. • Differentiate various formal and qualitative aspects of contemporary genres, authors, media and "forms." • Assess the intersection of contemporary literature to the contemporary college student's cultural, socioeconomic, socio-political, gender identity-oriented experiences and awareness.	• Examine a diverse range of contemporary literary texts from a wide variety of cultural, social, and political contexts. • Analyze the relationships between various areas of contemporary culture, politics, socioeconomics, history, and literature. • Identify various significant literary figures, movements and critical perspectives. • Differentiate various formal and qualitative aspects of contemporary genres, authors, media and "forms." • Assess the intersection of contemporary literature to the contemporary college student's cultural, socioeconomic, socio-political, gender identity-oriented experiences and awareness.
	CSLOs	**CSLOs** Demonstrate the ability to analyze the diverse range of contemporary literary forms, focusing on works created after WWII. **Expected SLO Performance** 0.0 **CSLOs** Demonstrate global, cultural, and social awareness by assessing the influence of contemporary culture, politics, psychology, and history within literature. **Expected SLO Performance** 0.0	**CSLOs** Demonstrate the ability to analyze the diverse range of contemporary literary forms, focusing on works created after WWII. **Expected SLO Performance** 0.0 **CSLOs** Demonstrate global, cultural, and social awareness by assessing the influence of contemporary culture, politics, psychology, and history within literature. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
❗	**Course Content**	1. Examine a diverse range of contemporary literary texts from a wide variety of cultural, social, and political contexts. 1. National, international, and regional texts. 2. Marginalized, colonist/colonized, peripheral voices. 3. A variety of ethnic, gender, sexual identity, socioeconomic/class, abilities, phase of life/age, spirituality/philosophy oriented writings. 2. Analyze the relationships between various areas of contemporary culture, politics, socioeconomics, history, and literature. 1. The influence of World War II and other international conflicts up to present times. 2. Global and Regional economic and political shifts and influences. 3. Post-colonialism; cultural hegemony; Ethnic Studies; Gender Studies; "Queer" Theory; LGBTQQAI Studies; "Working Class" Studies; Masculinities Studies; Disabilities Rights Studies. 4. Variations of Youth Culture movements through the 20th and 21st centuries; the "Sexual Revolution" of the 20th century, and sexuality/gender identity revolutions of the 21st century; LGBTQQAI activism; other national and international movements of activism and social justice. 3. Identify various significant literary figures, movements and critical perspectives. 1. Structuralism and Post-Modernism; Deconstructionism. 2. Psychoanalytic; Jungian; Archetype/Superhero and Villain perspectives; Feminist theory; "Queer" Theory; Ethnic Studies; Masculinities Studies; Gender Studies and LGBTQQAI Identities; "Working Class" Studies; Disabilities Rights Studies; Globalism Studies; and other, upcoming theories/studies/perspectives to come through the 21st century. 3. Existentialism and phenomenology; Magic Realism; Dystopian/Utopian and Post-apocalyptic Reality; Digital Age Realism. 4. Literary performance; conceptual art; political or activist art; the graphic novel; digital art and presentation; mixed media; interactive media. 4. Differentiate various formal and qualitative aspects of contemporary genres, authors, media and "forms." 1. Interactive media and digital literary creations. 2. The "Anti-Novel"; meta-fiction; self-reflexive texts; deconstructionist texts.	1. Examine a diverse range of contemporary literary texts from a wide variety of cultural, social, and political contexts. 1. National, international, and regional texts. 2. Marginalized, colonist/colonized, peripheral voices. 3. A variety of ethnic, gender, sexual identity, socioeconomic/class, abilities, phase of life/age, spirituality/philosophy oriented writings. 2. Analyze the relationships between various areas of contemporary culture, politics, socioeconomics, history, and literature. 1. The influence of World War II and other international conflicts up to present times. 2. Global and Regional economic and political shifts and influences. 3. Post-colonialism; cultural hegemony; Ethnic Studies; Gender Studies; "Queer" Theory; LGBTQQAI Studies; "Working Class" Studies; Masculinities Studies; Disabilities Rights Studies. 4. Variations of Youth Culture movements through the 20th and 21st centuries; the "Sexual Revolution" of the 20th century, and sexuality/gender identity revolutions of the 21st century; LGBTQQAI activism; other national and international movements of activism and social justice. 5. Systemic racism, structural inequity, and historical and ongoing barriers to inclusion as reflected in contemporary literary texts. 3. Identify various significant literary figures, movements and critical perspectives. 1. Structuralism and Post-Modernism; Deconstructionism. 2. Psychoanalytic; Jungian; Archetype/Superhero and Villain perspectives; Feminist theory; "Queer" Theory; Ethnic Studies; Masculinities Studies; Gender Studies and LGBTQQAI Identities; "Working Class" Studies; Disabilities Rights Studies; Globalism Studies; and other, upcoming theories/studies/perspectives to come through the 21st century. 3. Existentialism and phenomenology; Magic Realism; Dystopian/Utopian and Post-apocalyptic Reality; Digital Age Realism. 4. Literary performance; conceptual art; political or activist art; the graphic novel; digital art and presentation; mixed media; interactive media. 4. Differentiate various formal and qualitative aspects of contemporary genres, authors, media and "forms."

Changed	Field	Current Version	Proposed Version
		3. Film and literature; comparative genre analysis. 4. Mass-market/mass audience literature and "high/low" culture; graphic novels 5. Science Fiction and human-to-machine interaction; Dystopian/Utopian and Post-apocalyptic Fiction. 5. Assess the intersection of contemporary literature to the contemporary college student's cultural, socioeconomic, socio-political, gender identity-oriented experiences and awareness. 1. Reader-Response Theory 2. free-write; on-line discussion; other digitally-oriented discussion and presentation.	1. Interactive media and digital literary creations. 2. The "Anti-Novel"; meta-fiction; self-reflexive texts; deconstructionist texts. 3. Film and literature; comparative genre analysis. 4. Mass-market/mass audience literature and "high/low" culture; graphic novels 5. Science Fiction and human-to-machine interaction; Dystopian/Utopian and Post-apocalyptic Fiction. 5. Assess the intersection of contemporary literature to the contemporary college student's cultural, socioeconomic, socio-political, gender identity-oriented experiences and awareness. 1. Reader-Response Theory 2. free-write; on-line discussion; other digitally-oriented discussion and presentation.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ENGL C1000 or ENGL C1000H or ESL D005.	ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
!	**Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.**	No Value	From Outline, Section A: ELIT 39 requires students to analyze culturally and rhetorically diverse contemporary literary texts from a wide range of global, ethnic, and social contexts.
!	**Objective 2: Compose essays drawn from personal experience and assigned texts.**	No Value	From Assignments, Section B: ELIT 39 requires a minimum of 2,500 words of writing including analytical essays drawn from assigned literary texts and personal response.
!	**Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.**	No Value	From Assignments, Section B: ELIT 39 analytical essays require proper MLA formatting, in-text citation, and works cited pages.
!	**Objective 4: Create syntactically varied sentences that are free of mechanical errors.**	No Value	From Methods of Evaluation A: ELIT 39 analytical essays require college-level writing that is syntactically varied and mechanically sound.
!	**Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.**	No Value	Objective 5: From Outline, Section 3b: ELIT 39 requires students to examine multiple critical perspectives including postcolonialism, Feminist theory, Queer theory, and Ethnic Studies, and to assess competing interpretations of literary texts.

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
!	**Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	from Outline, Sections 1, 3, and 4: Examine a diverse range of contemporary literary texts from a wide variety of cultural, social, and political contexts. Identify various significant literary figures, movements and critical perspectives. Differentiate various formal and qualitative aspects of contemporary genres, authors, media and forms.
!	**Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Assignments B: Students will write at least 2,500 words during the quarter. At least 1000 words of analytical writing will be in essay form. Methods of Evaluation B: Student's performance on quizzes, examinations, oral presentations, and active class participation. Assignments A3: Discussion of assigned reading. Collaborative learning and small group exercises.

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Methods of Evaluation A: Analytical essay(s) demonstrating understanding of the synthesis of technique and theme in contemporary fiction. Outline, Section B: Analyze the relationships between various areas of contemporary culture, politics, socioeconomics, history, and literature.
❗	**Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Methods of Evaluation A: Analytical essay(s) demonstrating understanding of the synthesis of technique and theme in contemporary fiction. Analyze the relationships between various areas of contemporary culture, politics, socioeconomics, history, and literature.
❗	**Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline B1: The influence of World War II and other international conflicts up to present times. Outline B2: Global and Regional economic and political shifts and influences. Outline A1: National, international, and regional texts. Outline A2: Marginalized, colonist/colonized, peripheral voices.
❗	**Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline E: Assess the intersection of contemporary literature to the contemporary college student's cultural, socioeconomic, socio-political, gender identity-oriented experiences and awareness. Assignment C: Student's evaluation of, and/or attendance at, local, or on-line, poetry readings, author readings, films and plays by contemporary authors.

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value
	Stage 7: Content Review Matrix Liaison	No Value	No Value
	Stage 8: Dean of Online Learning	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	ELIT 039	ELIT 039
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	10/15/2019	10/15/2019

Changed	Questions	Current Version	Proposed Version
	Curriculum Office Notes	• Removal of Hybrid confirmed appr 10/15/19 (effect. F20).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -sw	• Removal of Hybrid confirmed appr 10/15/19 (effect. F20).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -sw

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value

Changed	Questions	Current Version	Proposed Version					
	Stage 3: DEI	No Value						
			Date	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**

Changed	Questions	Current Version	Proposed Version				
4/9/2026	Specifications		Examples of Primary Texts and References	Required	Thanks for providing this example of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered low cost at De Anza if they are under $50.00. If there is no representative OER textbook, please let me know in the initiator response box. Please also let me know in the initiator response box if your textbook is low cost, and consider adding this information to the DEI Box if appropriate. This will satisfy the required component of this edit.	Y-- added an appropriate OER textbook

Changed	Questions	Current Version	Proposed Version			
			4/9/2026	Specifications	Examples of Primary Texts and References	Suggested	Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.)? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.
			4/9/2026	Specifications	Assignments	Suggested	Do any assignments provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider noting this for the relevant assignment. If not appropriate, let me know in the Initiator response box.

Changed	Questions	Current Version	Proposed Version			
			4/9/2026	Specifications	Methods of Evaluation	Suggested	I really appreciate you noting in the DEI statement that "Where appropriate, instructors provide model assignments to clarify expectations, and many course texts are available through library databases at no cost to students." Is it appropriate to bring this into the evaluation method section of the outline itself? If yes, consider noting this for the relevant evaluation method. If not appropriate, let me know in the initiator response box.

Changed	Questions	Current Version	Proposed Version					
❗	**Stage 4: Articulation Officer**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			04/25/2026	Specifications	Primary Texts	Required	In order to maintain UC-transferability, at least one primary text must be published within 7 years of the effective date of the course. This would be 2020 for courses effective Fall 2027. I think the easiest would be to update the Best American Magazine Writing from the 2013 to the 2021 version, edited by Sid Holt, and published in 2022, but you are welcome to choose any text written after 2020. Thank you!	Y- updated Best American Magazine Writing to 2022 ed as suggested (thank you!!)
	Stage 5: De Anza General Education	No Value	No Value					
	Stage 6: Content Review Matrix Liaison	No Value	No Value					
	Stage 7: Dean of Online Learning	No Value	No Value					
	Stage 8: SLO Coordinator	No Value	No Value					
	Stage 10: Curriculum Committee	No Value	No Value					

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	ELITD039.

Changed	Field	Current Version
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000015828

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	

De Anza College

Change Report

06/08/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
A-Matrix Form	Objective 2: Compose essays drawn from personal experience and assigned texts.
A-Matrix Form	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.
A-Matrix Form	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

Section	Changed field
H-Matrix Form	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Comments	Stage 3: DEI
Comments	Stage 6: Content Review Matrix Liaison
Course Justification	Course Justification

Section	Changed field
DEI Review	Please check all areas in the COR that address DEI.
DEI Review	Please summarize the ways in which your course includes DEI.

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• Mi Chang	• Brian Malone
	Course ID (CB01A and CB01B)	ELITD46AH	ELITD46AH
	Course Control Number	CCC000592157	CCC000592157
	Course Title (CB02)	Major British Writers (Medieval and Renaissance) - HONORS	Major British Writers (Medieval and Renaissance) - HONORS
	Short Course Title	MAJOR BRIT WRTRS (MED-REN)-HON	MAJOR BRIT WRTRS (MED-REN)-HON
	TOP Code (CB03)	1501.00	1501.00 English
	CIP Code	English Language and Literature, General	23.0101 English Language and Literature, General
	Department	ELIT - English Literature	ELIT - English Literature
❗	**Effective Term**	Fall 2025	Fall ~~2025~~ 2027
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational

Changed	Field	Current Version	Proposed Version
❗	**Course Description**	This course includes reading and critical analysis of representative works by major writers such as Chaucer, Shakespeare, and Milton. Students in this course will be expected to complete extra assignments to gain a deeper insight into Literature.	Students will focus on reading and critical analysis of representative works by major writers such as Chaucer, Shakespeare, and Milton. Students will acquire knowledge of these literary, historical, and cultural periods. Students will develop critical thinking skills through the analysis of literary form, style, genre, as well as through critical analysis of sex/ gender roles, race, and social class in these eras. Students in this honors course will be expected to complete extra assignments to gain a deeper insight into literary studies.
	Course Type (CB27)	• Lower Division	• Lower Division
❗	**Mode of Delivery**	No value	• In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• English
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - ENGLISH

Formerly Statement

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is a major preparation requirement in the discipline of English for at least one CSU or UC. This course also meets a general education requirement for De Anza and Cal-GETC and belongs on the English AA Degree. Students identify and assess the development of literary styles, forms and genres in this period while exploring the historical, philosophical, social and political issues that impacted Medieval and Renaissance literature in Great Britain. This course is the honors version and as a result includes more advanced assignments and assessments.	This course is a major preparation requirement in the discipline of English for at least one CSU or UC. This course also meets a general education requirement for De Anza and Cal-GETC and belongs on the English AA ~~Degree.~~ and AA-T degrees. Students identify and assess the development of literary styles, forms and genres in this period while exploring the historical, philosophical, ~~social~~ social, and political issues that impacted Medieval and Renaissance literature in Great Britain. This course is the honors version ~~and~~ and, as a ~~result~~ result, includes more advanced assignments and assessments.

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No	No

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	Yes - don't forget to duplicate the revisions in the honors/non-honors course	Yes - don't forget to duplicate the revisions in the honors/non-honors course

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/ noncredit course?	No	No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No	No

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No

DEI Review

Changed	Field	Current Version	Proposed Version
❗	**Please check all areas in the COR that address DEI.**	No value	• Specifications - Assignments • Specifications - Examples of Primary Texts and References • Outline - Course Outline • Basic Course Information - Course Description • Specifications - Methods of Evaluation

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	The course description uses student-centered language and describes the skills that students will learn in the course. To support student access to the assigned texts in this class, this course provides a primary text option that is a free open educational resource (OER) anthology. The primary texts options use accessible and inclusive language, explain technical terms, include diverse authors, voices, and perspectives, and engage in current debates in the field that are relevant to students. To support equity, this course provides the option for the instructor to assign a project in place of more traditional assignments to account for a significant amount of the required writing. This option would help to support diverse learning styles and practices. The Methods of Evaluation specifies that examples of strong responses to the formal paper assignment to clarify expectations. The reading and critical practices modeled in this course (as per the outline) foreground an investigation of how race, gender, religion, sexuality, and other identities and cultural categories are formed and deployed in this period. These reading and critical practices will engage students from diverse backgrounds and provide tools to help them understand their own lives and experiences in our own time.

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/ Challenge	☐	☐
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	

Changed	Field	Current Version	Proposed Version
	Will the course fulfill a UC/CSU lower-division major requirement?	No	No
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	Yes	Yes

Associated Programs

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program** Cal-GETC **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Cal-GETC **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Cal-GETC (In Development) **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Cal-GETC (In Development) **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program English **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** English **Award Type** Associate in Arts (A.A.) Degree
		Associated Program English **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** English **Award Type** Associate in Arts (A.A.) Degree
		Associated Program English for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** English for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program English for Transfer (In Development)	**Associated Program** English for Transfer (In Development)

Changed	Field	Current Version	Proposed Version
		Award Type Associate in Arts for Transfer (A.A.-T.) Degree	**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved

Changed	Field	Current Version	Proposed Version
	GE Information	**System/ Institution** C-ID **Area(s)** • ENGL - Approved. **-** (ELIT D046A or ELIT D46AH) & (ELIT D046B or ELIT D46BH) required for C-ID ENGL 160 **System/ Institution** Cal-GETC **Area(s)** • CA3B - Approved. **-** No value **System/ Institution** De Anza GE **Area(s)** • 2G3X - Approved. **-** No value	**System/ Institution** C-ID **Area(s)** • ENGL - Approved. **-** (ELIT D046A or ELIT D46AH) & (ELIT D046B or ELIT D46BH) required for C-ID ENGL 160 **System/ Institution** Cal-GETC **Area(s)** • CA3B - Approved. **-** No value **System/ Institution** De Anza GE **Area(s)** • 2G3X - Approved. **-** No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	4	4

Changed	Field	Current Version	Proposed Version
	Lecture Hours - Out of Class	8	8
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144
	Lecture Hours - Course In-Class (Contact) per Term	48	48

Changed	Field	Current Version	Proposed Version
	Lecture Hours - Course Out-of-Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	48	48
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4	4

Changed	Field	Current Version	Proposed Version
	Total Credit Units - Maximum Credit Units	4	4

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
!	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading In-class essays Quiz and examination review performed in class Homework and extended projects Guest speakers Collaborative learning and small group exercises	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading In-class essays Quiz and examination review performed in class Homework and extended projects Guest speakers Collaborative learning and small group exercises

Changed	Field	Current Version	Proposed Version
❗	**Assignments**	1. Readings by and about the major writers of this period. Readings may be assigned by author or by genre, but in either case will be organized chronologically. 2. Students will write at least 2,500 words during the quarter. Of this total: 1. May be fulfilled in a midterm or project 3. Approximately 1,500 must be an analytical and/or argumentative essay about the assigned reading and must demonstrate some achievement of course goals. 4. The remaining writing requirement: 1. May also be drawn from a variety of other activities, such as: reading quizzes; reader responses; reports, summaries; additional essays, long or short; imitations of authors' style. • Investigate the role of gender, race, religion, sexuality and other cultural influences on this literature. • Written Final Exam • The Honors project assignment should include one of the following: 1. Annotated Bilbiography of 7-10 primary and critical texts related to the course period or topic, beyond those included in the primary course's assigned texts. 2. Additional critical analytical writing of	1. Readings by and about the major writers of this period. Readings may be assigned by author or by genre, but in either case will be organized chronologically. 2. Students will write at least 2,500 words during the quarter. Of this total: 1. Approximately 1,500 must be an analytical and/or argumentative essay about the assigned reading and must demonstrate some achievement of course goals. 2. The remaining writing requirement: 1. May be fulfilled in a midterm or project. 2. May also be drawn from a variety of othe activities, such as: reading quizzes; reader responses; reports, summaries; addition essays, long or shor imitations of authors style. 3. May include an assignment that requires students to connect the texts to their own lives, backgrounds, and experiences. 3. Reading aloud of poems and enactment of scenes from plays. 4. Group-centered tasks that encourage critical responses to the reading. 5. Written final examination 6. An Honors Project assignment, which should include one of the following:

Changed	Field	Current Version	Proposed Version
		750-1000 words. 3. Teach a 15-20 minute lesson to the class on a figure, text, movement or cultural issue that pertains to the course period or topic, accompanied by a detailed written lesson plan.	1. Annotated Bilbiography of 7-10 primary and critical texts related to the course period or topic, beyond those included in the primary course's assigned texts. 2. Additional critical analytical writing of 750-1000 words. 3. Teach a 15-20 minute lesson to the class on a figure, text, movement or cultural issue that pertains to the course period or topic, accompanied by a detailed written lesson plar

Changed	Field	Current Version	Proposed Version
❗	**Methods of Evaluation**	**Methods of Evaluation**	**Methods of Evaluation** Methods of Evaluation

Changed	Field	Current Version	Proposed Version
	Methods of Evaluation	1. Quizzes to evaluate comprehension and mastery of assigned texts, key terms, and concepts. 2. Participation in class discussion to evaluate ability to make an argument, to think critically, and to use textual support. 3. In-class essays and examinations, that require students to summarize, integrate, and critically analyze and apply concepts examined throughout the course. 4. Formal papers to evaluate ability to analyze critically and synthesize course materials and to present an argument. 5. Preparing for and leading discussion groups to evaluate ability to analyze	**Methods of Evaluation** 1. Quizzes to evaluate comprehension and mastery of assigned texts, key terms, and concepts. 2. Participation in class discussion to evaluate ability to make an argument, to think critically, and to use textual support. 3. In-class essays and examinations, that require students to summarize, integrate, and critically analyze and apply concepts examined throughout the course. 4. Formal papers to evaluate ability to analyze critically and synthesize course materials and to present an argument. The instructor will provide examples of strong responses to this assignment to clarify expectations. 5. Preparing for and leading discussion groups

Changed	Field	Current Version	Proposed Version
		texts and to synthesize critical views with texts read in the class. 6. The Honors project assignment will be evaluated for depth of analysis, critical thinking skills, and a comprehensive discussion of the research topic.	to evaluate ability to analyze texts, to synthesize critical approaches, and to use texts and critical concepts to understand our current world. 6. The Honors Project assignment will be evaluated for depth of analysis, critical thinking skills, and a comprehensive discussion of the research topic.
	**Essential Student Materials/ Essential College Facilities**	**Essential Student Materials:** • None. **Essential College Facilities:** • None.	**Essential Student Materials:** • None **Essential College Facilities:** • None

Changed	Field	Current Version	Proposed Version
!	**Examples of Primary Texts and References**	**Title** No value **Author** Greenblatt, Stephen and M. H. Abrams. The Norton Anthology of English Literature. 10th edition, W. W. Norton, 2018. **Publisher** No value **Date/ Edition** No value **ISBN** No value **Title** No value **Author** Selected individual texts by representative authors. **Publisher** No value **Date/ Edition** No value **ISBN** No value	**Title** British Literature: Middle Ages to the Eighteenth Century and Neoclassicism. **Author** Robinson, Bonnie J., and Laura J. Getty, editors. **Publisher** University of North Georgia Press. **Date/ Edition** 2026. Digital Edition [Open Educational Resource]. **ISBN** 978-1-940771-28-1 **Title** The Norton Anthology of English Literature. **Author** Greenblatt, Stephen, editor. **Publisher** Norton. **Date/ Edition** 2024. 11th Edition. **ISBN** No value

Changed	Field	Current Version	Proposed Version
❗	**Suggested Reading List**	**Reading List**: Abrams, M.H. and Geoffrey Harpham. A Glossary of Literary Terms. Eleventh Edition, New York: Harcourt Brace College Publishers, 2014. **May include, but are not limited to**: No value **Reading List**: Aers, David, ed. Culture and History: Essays on English Communities, Identities and Writing. Detroit: Wayne State UP, 1992. **May include, but are not limited to**: No value **Reading List**: Bartlett, Anne Clark. Male Authors, Female Readers: Representation and Subjectivity in Middle English Devotional Literature. Ithaca: Cornell UP, 1995.	**Reading List**: List **May include, but are not limited to**: *Beowulf.* Cavendish, Margaret. *The Blazing World*. Chaucer, Geoffrey. *The Canterbury Tales.* Donne, John. “Holy Sonnets”; *Songs and Sonnets*. Marie de France. *Bisclavret*; *Lanval*. Marvell, Andrew. “The Garden”; “To His Coy Mistress.” Milton, John. *Paradise Lost.* More, Thomas. *Utopia*. Shakespeare, William. *Othello*; *Sonnets*. *Sir Gawain and the Green Knight*. Spenser, Edmund. *The Faerie Queene.*

Changed	Field	Current Version	Proposed Version
		May include, but are not limited to No value	
		Reading List Benson, Pamela Joseph. The Invention of the Renaissance Woman: The Challenge of Female Independence in the Literature and Thought of Early Italy and England. Pennsylvania State University, 1992.	
		May include, but are not limited to No value	
		Reading List Bevington, David, et. al. Shakespeare: Script, Stage, Screen. New York: Pearson, 2006.	
		May include, but are not limited to No value	

Changed	Field	Current Version	Proposed Version
		Reading List Biberman, Matthew. Masculinity, Anti-semitism and Early Modern English Literature: From the Satanic to the Effeminate Jew (Women and Gender in the Early Modern World. Williston, VT: Ashgate Publishing, 2004.	
		May include, but are not limited to No value	
		Reading List Cantor, Norman F. Inventing the Middle Ages. New York: William Morrow and Company, 1991.	
		May include, but are not limited to No value	

Changed	Field	Current Version	Proposed Version
		Reading List Duncan-Jones, Katherine. Ungentle Shakespeare: scenes from his life. London: Arden, 2001. **May include, but are not limited to** No value	
		Reading List Fowler, Alastair. Stars and the Afterlife in Renaissance English Literature. Oxford: Clarendon Press, 1996. **May include, but are not limited to** No value	
		Reading List Fulk, R.D., ed. Interpretations of Beowulf. Indiana University Press, 1991. **May include, but are not limited to** No value	
		Reading List Garber, Marjorie. Shakespeare After All. New York: Pantheon, 2004.	

Changed	Field	Current Version	Proposed Version
		May include, but are not limited to No value	
		Reading List Grossman, Marshall. The Story of All Things: Writing the Self in English Renaissance Narrative Poetry. Durham: Duke University Press, 1998.	
		May include, but are not limited to No value	
		Reading List Johnson, David and Elaine Treharne, Eds. Reading in Medieval Texts: Interpreting Old and Middle English Literature. Oxford: Oxford University Press, 2005.	
		May include, but are not limited to No value	
		Reading List Jones, Terry. Chaucer's Knight. London: Methuen, Ltd., 1985.	

Changed	Field	Current Version	Proposed Version
		May include, but are not limited to No value	
		Reading List Lewis, C. S. A Preface to Paradise Lost. New York: Oxford UP, 1961.	
		May include, but are not limited to No value	
		Reading List Loyn, H. R. The Making of the English Nation: From the Anglo-Saxons to Edward I. London: Thames and Hudson, 1991.	
		May include, but are not limited to No value	
		Reading List Moore, Leslie E. Beautiful Sublime: The Making of Paradise Lost, 1701-1734. Stanford, CA: Stanford University Press, 1990.	

Changed	Field	Current Version	Proposed Version
		May include, but are not limited to No value	
		Reading List Patterson, Lee. Chaucer and the Subject of History. Madison: University of Wisconsin Press, 1991.	
		May include, but are not limited to No value	
		Reading List Shapiro, James. A Year in the Life of William Shakespeare: 1599. New York: Harper Collins, 2005.	
		May include, but are not limited to No value	
		Reading List Solopova, Elizabeth and Stuart D. Lee. Key Concepts in Medieval Literature. New York: Palgrave Macmillan, 2007.	

Changed	Field	Current Version	Proposed Version
	May include, but are not limited to	No value	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Evaluate, understand and interpret the major literary texts of the period of English literature extending roughly from ca. 900 to 1660. • Identify and assess the development of literary styles, forms and genres in this period. • Explore the historical, philosophical, social and political issues which impacted the literature of this period in the national culture of Great Britain. • Investigate the role of gender, race, religion, sexuality and other cultural influences on this literature. • Apply a variety of critical and theoretical approaches to evaluation of the literature of this period. • Produce analytical and challenging work in the Honors assignment.	• Evaluate, understand and interpret the major literary texts of the period of English literature extending roughly from ca. 900 to 1660. • Identify and assess the development of literary styles, forms and genres in this period. • Explore the historical, philosophical, social and political issues which impacted the literature of this period in the national culture of Great Britain. • Investigate the role of gender, race, religion, sexuality and other cultural influences on this literature. • Apply a variety of critical and theoretical approaches to evaluation of the literature of this period. • Produce analytical and challenging work in the Honors assignment.

Changed	Field	Current Version		Proposed Version	
	CSLOs				
		CSLOs	Acquire knowledge of the historical and cultural period, major writers, and key texts of Medieval and Renaissance British Literature.	**CSLOs**	Acquire knowledge of the historical and cultural period, major writers, and key texts of Medieval and Renaissance British Literature.
		Expected SLO Performance	0.0	**Expected SLO Performance**	0.0
		CSLOs	Develop critical thinking skills by applying a variety of critical and theoretical criteria to the evaluation of Medieval and Renaissance British Literature.	**CSLOs**	Develop critical thinking skills by applying a variety of critical and theoretical criteria to the evaluation of Medieval and Renaissance British Literature.
		Expected SLO Performance	0.0	**Expected SLO Performance**	0.0

Changed	Field	Current Version		Proposed Version	
		CSLOs	Identify and assess the development of literary styles, forms, and genres as well as the depiction of male and female roles and various ethnic and social classes in the literature of the period.	**CSLOs**	Identify and assess the development of literary styles, forms, and genres as well as the depiction of male and female roles and various ethnic and social classes in the literature of the period.
		Expected SLO Performance	0.0	**Expected SLO Performance**	0.0

Course Outline

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
❗	**Course Content**	1. Evaluate, understand and interpret the major literary texts of the period of English literature extending roughly from ca. 900 to 1660. 1. Read and interpret representative works of Old English poetry, particularly Beowulf, in modern translation. 2. Read and interpret representative works of the Middle English period, particularly from The Canterbury Tales of Chaucer. 3. Read and interpret representative works of sixteenth century English Renaissance writers such as Thomas More, Spenser, Marlowe, and Shakespeare. 4. Read and interpret representative works of seventeenth century writers such as Donne, Jonson, and Milton. 5. Assess the biographical contexts of the works studied. 2. Identify and assess the development of literary styles, forms and genres in this period. 1. Recognize the major features of common genres of the period, including epic, narrative poetry, lyric poetry, drama, "Utopian" literature, and satire. 2. Assess the stylistic	1. Evaluate, understand and interpret the major literary texts of the period of English literature extending roughly from ca. 900 to 1660. 1. Read and interpret representative works of Old English poetry, particularly Beowulf, in modern translation. 2. Read and interpret representative works of the Middle English period, particularly from The Canterbury Tales of Chaucer. 3. Read and interpret representative works of sixteenth century English Renaissance writers such as Thomas More, Spenser, Marlowe, and Shakespeare. 4. Read and interpret representative works of seventeenth century writers such as Donne, Jonson, and Milton. 5. Assess the biographical contexts of the works studied. 2. Identify and assess the development of literary styles, forms, and genres in this period. 1. Recognize the major features of common genres of the period, including epic, narrative poetry, lyric poetry, drama, "Utopian" literature, and satire. 2. Assess the stylistic

Changed	Field	Current Version	Proposed Version
		differences among practitioners of various literary forms. 3. Assess the aesthetic and cultural trends which shaped the various movements which constitute this period. 3. Explore the historical, philosophical, social and political issues which impacted the literature of this period in the national culture of Great Britain. 1. Identify social, political and philosophical factors that distinguish the Anglo-Saxon, Medieval,	differences among practitioners of various literary forms. 3. Assess the aesthetic and cultural trends which shaped the various movements which constitute this period. 3. Explore the historical, philosophical, social, and political issues which impacted the literature of this period in the national culture of Great Britain. 1. Identify social, political, and philosophical factors that distinguish the Anglo-Saxon,

Changed	Field	Current Version	Proposed Version
		Renaissance/ Elizabethan, and "Interregnum" periods. 2. Study the historical and social factors influencing the genesis of the major English linguistic periods, from Old English to Middle English to Modern English. 3. Assess the influence of exploration and contact with native peoples upon the English world view. 4. Investigate the role of gender, race, religion, sexuality and other cultural influences on this literature. 1. Analyze the depiction of male and female roles in the development of the literature of this period. 2. Examine the challenge to Catholic authority, the rise of Anglican Protestantism, and the ensuing factionalism. 3. Critique the Anglocentric world view as it emerges in the context of Europe and the expansion of the known world. 5. Apply a variety of critical and theoretical approaches to evaluation of the literature of this period. 1. Employ various critical approaches, including textual, historicist, reader response, structuralist, feminist and cultural criticism.	Medieval, Renaissance/ Elizabethan, and "Interregnum" periods. 2. Study the historical and social factors influencing the genesis of the major English linguistic periods, from Old English to Middle English to Modern English. 3. Assess the influence of exploration and contact with native peoples upon the English world view. 4. Investigate the role of gender, race, religion, sexuality and other cultural influences on this literature. 1. Analyze the depiction of sex/gender roles in the development of the literature of this period. 2. Examine the challenge to Catholic authority, the rise of Anglican Protestantism, and the ensuing factionalism. 3. Critique the Anglocentric world view as it emerges in the context of Europe and the expansion of the known world. 5. Apply a variety of critical and theoretical approaches to evaluation of the literature of this period. 1. Employ various critical approaches, including textual, historicist, structuralist, feminist, queer theory, postcolonial, and

Changed	Field	Current Version	Proposed Version
		2. Study examples of criticism and rhetoric of the period to understand what features of literary style were most valued. 6. Produce analytical and challenging work in the Honors assignment. 1. Evaluate critically secondary texts. 2. Demonstrate in-depth comprehension of course content.	cultural criticism. 2. Study examples of criticism and rhetoric of the period to understand what features of literary style were most valued. 3. Demonstrate an awareness how the literature of this period has shaped the global linguistic and literary present. 6. Produce analytical and challenging work in the Honors assignment. 1. Evaluate critically secondary texts. 2. Demonstrate in-depth comprehension of course content.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	Eligibility for college-level composition (ENGL C1000 or ENGL C1000H or ESL D005.) as determined by college assessment or other appropriate methods.	Eligibility for college-level composition (ENGL C1000 or ENGL C1000H or ESL D005.) as determined by college assessment or other appropriate methods.
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Not open to students with credit in the non-Honors related course.) (Admission into this course requires consent of the Honors Program Coordinator.)	(Not open to students with credit in the non-Honors related course.) (Admission into this course requires consent of the Honors Program Coordinator.)
	Limitation(s) on Enrollment - Other:	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Entrance Skills(s):	(Eligibility for college-level composition as determined by college assessment or other appropriate methods.)	(Eligibility for college-level composition as determined by college assessment or other appropriate methods.)
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
❗	**Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.**	No Value	Outline A & B: Students will read and analyze major literary texts from multiple cultural formations, representing a wide range of genres and styles. Outline E: Students will engage with multiple critical and theoretical perspectives and use those perspectives to evaluate literature of the period.
❗	**Objective 2: Compose essays drawn from personal experience and assigned texts.**	No Value	Assignments B: Students will write an analytical/argumentative essay about assigned reading. Methods of Evaluation D: Students will be evaluated on their ability to analyze and evaluate course materials in a formal essay.
❗	**Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.**	No Value	Methods of Evaluation D: Writing a formal paper in Literary Studies requires adherence to MLA formatting and citation guidelines.
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
❗	**Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.**	No Value	Outline C, D, & E: In their reading and analyses, students will explore different historical perspectives, identity and cultural categories, and critical/theoretical approaches.

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/ controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being retained/ added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value
❗	**Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.**	No Value	(Not open to students with credit in the non-Honors related course.) (Admission into this course requires consent of the Honors Program Coordinator.)
	Objective 3: For Prerequisites based on Government/ Licensing/ Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline: A. Evaluate, understand and interpret the major literary texts of the period of English literature extending roughly from ca. 900 to 1660. B. Identify and assess the development of literary styles, forms and genres in this period.

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Assignments: B. Students will write at least 2,500 words during the quarter. Of this total: 1. Approximately 1,500 must be an analytical and/or argumentative essay about the assigned reading and must demonstrate some achievement of course goals. C. Reading aloud of poems and enactment of scenes from plays. D. Group-centered tasks that encourage critical responses to the reading. Methods of Evaluation: E. Preparing for and leading group discussions to evaluate ability to analyze texts, to synthesize critical approaches, and to use texts and critical concepts to understand our current world.
❗	**Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Assignments: D. Group-centered tasks that encourage critical responses to the reading. Methods of Evaluation: E. Preparing for and leading discussion groups to evaluate ability to analyze texts and to synthesize critical views with texts read in the class. Outline: E. Apply a variety of critical and theoretical approaches to evaluation of the literature of this period.

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline D. Investigate the role of gender, race, religion, sexuality, and other cultural influences on this literature. 1. Analyze the depiction of sex/gender roles in the development of the literature of this period. 2. Examine the challenge to Catholic authority, the rise of Anglican Protestantism, and the ensuing factionalism. 3. Critique the Anglocentric world view as it emerges in the context of Europe and the expansion of the known world.
❗	**Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline: C. Explore the historical, philosophical, social and political issues which impacted the literature of this period in the national culture of Great Britain. 1. Identify social, political, and philosophical factors that distinguish the Anglo-Saxon, Medieval, Renaissance/ Elizabethan, and "Interregnum" periods. 2. Study the historical and social factors influencing the genesis of the major English linguistic periods, from Old English to Middle English to Modern English. 3. Assess the influence of exploration and contact with indigenous peoples upon the English worldview. Outline D3: Critique the Anglocentric world view as it emerges in the context of Europe and the expansion of the known world.

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Assignments: C. Reading aloud of poems and enactment of scenes from plays. Methods of Evaluation: E. Preparing for and leading group discussions to evaluate ability to analyze texts, to synthesize critical approaches, and to use texts and critical concepts to understand our current world. Outline: E.3. Demonstrate an awareness how the literature of this period has shaped the global linguistic and literary present.

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value
	Stage 7: Content Review Matrix Liaison	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Stage 8: Dean of Online Learning	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	ELIT 046AH	ELIT 046AH
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	Honors	Honors
	Cross-Listed/ Related Course Information	NA	NA
	Cross-Listed/ Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/ YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Curriculum Office Notes	• Tech. change to prerequisite statement; see memo appr. 6/18/19 (effect. F20).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc	• Tech. change to prerequisite statement; see memo appr. 6/18/19 (effect. F20).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value

Changed	Questions	Current Version	Proposed Version					
❗	**Stage 3: DEI**	No Value						
			Date	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	
			03/23/2026	Basic Course Information	Course Description	Suggested	Consider minor revisions to describe the knowledge, skills, and abilities students will gain upon the completion of the course	

Changed	Questions	Current Version	Proposed Version			
						Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.
			03/23/2026	Specifications	Examples of Primary Texts and References	Suggested

Changed	Questions	Current Version	Proposed Version	
				Thanks for this list of assignments! (1) Encourage students to connect course content to their own life, background, and experiences; (2) One or more course assignments provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider noting this for the relevant assignment. If not appropriate/ possible, let me know in the Initiator response box.
			03/23/2026 SpecificationsAssignmentsSuggested	

Changed	Questions	Current Version	Proposed Version			
			03/23/2026	Specifications	Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If not appropriate, no problem -- just let me know in the initiator response box.
	Stage 4: Articulation Officer	No Value	No Value				
	Stage 5: De Anza General Education	No Value	No Value				

Changed	Questions	Current Version	Proposed Version					
❗	**Stage 6: Content Review Matrix Liaison**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - When Co Initiator's**
			4/16/26	Matrix H	Objective 2	Required	Complete for your Limitation on Enrollment	Y
	Stage 7: Dean of Online Learning	No Value	No Value					
	Stage 8: SLO Coordinator	No Value	No Value					
	Stage 10: Curriculum Committee	No Value	No Value					

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	ELITD46AH
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	

Changed	Field	Current Version
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000592157

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	

De Anza College

Change Report

06/08/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes	Course Objectives
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
A-Matrix Form	Objective 2: Compose essays drawn from personal experience and assigned texts.
A-Matrix Form	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.
A-Matrix Form	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Section	Changed field
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Comments	Stage 3: DEI
Course Justification	Course Justification
DEI Review	Please check all areas in the COR that address DEI.
DEI Review	Please summarize the ways in which your course includes DEI.

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• Mi Chang	• Brian Malone
	Course ID (CB01A and CB01B)	ELITD046A	ELITD046A
	Course Control Number	CCC000251606	CCC000251606
	Course Title (CB02)	Major British Writers (Medieval and Renaissance)	Major British Writers (Medieval and Renaissance)
	Short Course Title	MAJOR BRITISH WRITRS:MED	MAJOR BRITISH WRITRS:MED
	TOP Code (CB03)	1501.00	1501.00 English

Changed	Field	Current Version	Proposed Version
	CIP Code	English Language and Literature, General	23.0101 English Language and Literature, General
	Department	ELIT - English Literature	ELIT - English Literature
!	**Effective Term**	Fall 2025	Fall ~~2025~~ 2027
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
!	**Course Description**	This course includes reading and critical analysis of representative works by major writers such as Chaucer, Shakespeare, and Milton.	Students will focus on reading and critical analysis of representative works by major writers such as Chaucer, Shakespeare, and Milton. Students will acquire knowledge of these literary, historical, and cultural periods. Students will develop critical thinking skills through the analysis of literary form, style, genre, as well as through critical analysis of sex/gender roles, race, and social class in these eras.
	Course Type (CB27)	• Lower Division	• Lower Division
!	**Mode of Delivery**	No value	• In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	**Discipline 1**	No value	• English
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	**FSA**	No value	• FHDA FSA - ENGLISH

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is a major preparation requirement in the discipline of English for at least one CSU or UC. This course also meets a general education requirement for De Anza and Cal-GETC and belongs on the English AA Degree. Students identify and assess the development of literary styles, forms and genres in this period while exploring the historical, philosophical, social and political issues that impacted Medieval and Renaissance literature in Great Britain.	This course is a major preparation requirement in the discipline of English for at least one CSU or UC. This course also meets a general education requirement for De Anza and Cal-GETC and belongs on the English AA ~~Degree.~~ and AA-T degrees. Students identify and assess the development of literary styles, ~~forms~~ forms, and genres in this period while exploring the historical, philosophical, ~~social~~ social, and political issues that impacted Medieval and Renaissance literature in Great Britain.

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No	No

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	Yes - don't forget to duplicate the revisions in the honors/non-honors course	Yes - don't forget to duplicate the revisions in the honors/non-honors course

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/ noncredit course?	No	No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No	No

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No

DEI Review

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
❗	**Please check all areas in the COR that address DEI.**	No value	• Outline - Course Outline • Specifications - Examples of Primary Texts and References • Specifications - Assignments • Basic Course Information - Course Description • Specifications - Methods of Evaluation
	Please summarize the ways in which your course includes DEI.	No value	The course description uses student-centered language and describes the skills that students will learn in the course. To support student access to the assigned texts in this class, this course provides a primary text option that is a free open educational resource (OER) anthology. The primary texts options use accessible and inclusive language, explain technical terms, include diverse authors, voices, and perspectives, and engage in current debates in the field that are relevant to students. To support equity, this course provides the option for the instructor to assign a project in place of more traditional assignments to account for a significant amount of the required writing. This option would help to support diverse learning styles and practices. The Methods of Evaluation specifies that examples of strong responses to the formal paper assignment to clarify expectations. The reading and critical practices modeled in this course (as per the outline) foreground an investigation of how race, gender, religion, sexuality, and other identities and cultural categories are formed and deployed in this period. These reading and critical practices will engage students from diverse backgrounds and provide tools to help them understand their own lives and experiences in our own time.

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.

Changed	Field	Current Version	Proposed Version
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/ Challenge	☐	☐
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	
	Will the course fulfill a UC/CSU lower-division major requirement?	No	No
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	Yes	Yes

Associated Programs

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program** Cal-GETC **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Cal-GETC **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Cal-GETC (In Development) **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Cal-GETC (In Development) **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program English **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** English **Award Type** Associate in Arts (A.A.) Degree
		Associated Program English **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** English **Award Type** Associate in Arts (A.A.) Degree
		Associated Program English for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** English for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program English for Transfer (In Development) **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** English for Transfer (In Development) **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Arts and Letters Emphasis)	**Associated Program** Liberal Arts (Arts and Letters Emphasis)

Changed	Field	Current Version	Proposed Version
		Award Type Associate in Arts (A.A.) Degree	**Award Type** Associate in Arts (A.A.) Degree

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved
	GE Information	**System/ Institution** C-ID **Area(s)** • ENGL - Approved. **-** (ELIT D046A or ELIT D46AH) & (ELIT D046B or ELIT D46BH) required for C-ID ENGL 160	**System/ Institution** C-ID **Area(s)** • ENGL - Approved. **-** (ELIT D046A or ELIT D46AH) & (ELIT D046B or ELIT D46BH) required for C-ID ENGL 160
		System/ Institution Cal-GETC **Area(s)** • CA3B - Approved. **-** No value	**System/ Institution** Cal-GETC **Area(s)** • CA3B - Approved. **-** No value
		System/ Institution De Anza GE **Area(s)** • 2G3X - Approved. **-** No value	**System/ Institution** De Anza GE **Area(s)** • 2G3X - Approved. **-** No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	4	4
	Lecture Hours - Out of Class	8	8
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144
	Lecture Hours - Course In-Class (Contact) per Term	48	48
	Lecture Hours - Course Out-of-Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0

Changed	Field	Current Version	Proposed Version
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	48	48
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4	4
	Total Credit Units - Maximum Credit Units	4	4

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.

Changed	Field	Current Version	Proposed Version
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction**	**Methods of Instruction** Methods of Instruction
		Methods of Instruction Lecture and visual aids Discussion of assigned reading In-class essays Quiz and examination review performed in class Homework and extended projects Guest speakers Collaborative learning and small group exercises	**Methods of Instruction** Lecture and visual aids Discussion of assigned reading In-class essays Quiz and examination review performed in class Homework and extended projects Guest speakers Collaborative learning and small group exercises

Changed	Field	Current Version	Proposed Version
❗	**Assignments**	1. Readings by and about the major writers of this period. Readings may be assigned by author or by genre, but in either case will be organized chronologically. 2. Students will write at least 2,500 words during the quarter. Of this total: 1. May be fulfilled in a midterm or project 3. Approximately 1,500 must be an analytical and/or argumentative essay about the assigned reading and must demonstrate some achievement of course goals. 4. The remaining writing requirement: 1. May also be drawn from a variety of other activities, such as: reading quizzes; reader responses; reports,	1. Readings by and about the major writers of this period. Readings may be assigned by author or by genre, but in either case will be organized chronologically. 2. Students will write at least 2,500 words during the quarter. Of this total: 1. Approximately 1,500 must be an analytical and/or argumentative essay (or series of essays) about the assigned reading and must demonstrate some achievement of the course goals. 2. The remaining writing requirement: 1. Must include a midterm, final exam or project.

Changed	Field	Current Version	Proposed Version
		summaries; additional essays, long or short; imitations of authors' style. • Reading aloud of poems and enactment of scenes from plays. • Group-centered tasks that encourage critical responses to the reading. • Written final examination	2. May also be drawn from a variety of other activities, such as: reading quizzes; reader responses; reports, summaries; additional essays, long or short. 3. May include an assignment that requires students to connect the texts to their own lives, backgrounds, and experiences. 3. Reading aloud of poems and enactment of scenes from plays. 4. Group-centered tasks that encourage critical responses to the reading. 5. Written final examination

Changed	Field	Current Version	Proposed Version
❗	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation** 1. Quizzes to evaluate comprehension and mastery of assigned texts, key terms, and concepts. 2. Participation in class discussion to evaluate ability to make an argument, to think critically, and to use textual support. 3. In-class essays and examinations, that require students to summarize, integrate, and critically analyze and apply concepts examined throughout the course. 4. Formal papers to evaluate ability to analyze critically and synthesize course materials and to present an argument. 5. Preparing for and leading discussion groups to evaluate ability to analyze texts and to synthesize critical views with texts read in the class.	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation** 1. Quizzes to evaluate comprehension and mastery of assigned texts, key terms, and concepts. 2. Participation in class discussion to evaluate ability to make an argument, to think critically, and to use textual support. 3. In-class essays and examinations, that require students to summarize, integrate, and critically analyze and apply concepts examined throughout the course. 4. Formal papers to evaluate ability to analyze critically and synthesize course materials and to present an argument. The instructor will provide examples of strong responses to this assignment to clarify expectations. 5. Preparing for and leading group discussions to evaluate ability to analyze texts, to synthesize critical approaches, and to use texts and critical concepts to understand our current world.

Changed	Field	Current Version	Proposed Version
❗	**Essential Student Materials/ Essential College Facilities**	**Essential Student Materials:** • None. **Essential College Facilities:** • None.	**Essential Student Materials:** • None **Essential College Facilities:** • None
❗	**Examples of Primary Texts and References**	**Title** No value **Author** Greenblatt, Stephen and M. H. Abrams. The Norton Anthology of English Literature. 10th edition. W. W. Norton, 2018. **Publisher** No value **Date/ Edition** No value **ISBN** No value **Title** No value **Author** Selected individual texts by representative authors. **Publisher** No value **Date/ Edition** No value **ISBN** No value	**Title** British Literature: Middle Ages to the Eighteenth Century and Neoclassicism. **Author** Robinson, Bonnie J., and Laura J. Getty, editors. **Publisher** University of North Georgia Press. **Date/ Edition** 2026. Digital Edition [Open Educational Resource]. **ISBN** 978-1-940771-28-1 **Title** The Norton Anthology of English Literature **Author** Greenblatt, Stephen, editor. **Publisher** Norton **Date/ Edition** 2024. 11th Edition. **ISBN** No value

Changed	Field	Current Version	Proposed Version
❗	**Suggested Reading List**	**Reading List** Abrams, M.H. and Geoffrey Harpham. A Glossary of Literary Terms. Eleventh Edition. New York: Harcourt Brace College Publishers, 2014. **May include, but are not limited to** No value **Reading List** Aers, David, ed. Culture and History: Essays on English Communities, Identities and Writing. Detroit: Wayne State UP, 1992. **May include, but are not limited to** No value **Reading List** Bartlett, Anne Clark. Male Authors, Female Readers: Representation and Subjectivity in Middle English Devotional Literature. Ithaca: Cornell UP, 1995. **May include, but are not limited to** No value	**Reading List** List **May include, but are not limited to** *Beowulf.* Cavendish, Margaret. *The Blazing World*. Chaucer, Geoffrey. *The Canterbury Tales.* Donne, John. “Holy Sonnets”; *Songs and Sonnets*. Marie de France. *Bisclavret*; *Lanval*. Marvell, Andrew. “The Garden”; “To His Coy Mistress.” Milton, John. *Paradise Lost.* More, Thomas. *Utopia*. Shakespeare, William. *Othello*; *Sonnets*. *Sir Gawain and the Green Knight*. Spenser, Edmund. *The Faerie Queene.*

Changed	Field	Current Version	Proposed Version
		Reading List Benson, Pamela Joseph. The Invention of the Renaissance Woman: The Challenge of Female Independence in the Literature and Thought of Early Italy and England. Pennsylvania State University, 1992.	
		May include, but are not limited to No value	
		Reading List Bevington, David, et. al. Shakespeare: Script, Stage, Screen. New York: Pearson, 2006.	
		May include, but are not limited to No value	
		Reading List Biberman, Matthew. Masculinity, Anti-semitism and Early Modern English Literature: From the Satanic to the Effeminate Jew (Women and Gender in the Early Modern World. Williston, VT: Ashgate Publishing, 2004.	
		May include, but are not limited to No value	
		Reading List Cantor, Norman F. Inventing the Middle Ages. New York: William Morrow and Company, 1991.	

Changed	Field	Current Version	Proposed Version
		May include, but are not limited to No value	
		Reading List Duncan-Jones, Katherine. Ungentle Shakespeare: scenes from his life. London: Arden, 2001.	
		May include, but are not limited to No value	
		Reading List Fowler, Alastair. Stars and the Afterlife in Renaissance English Literature. Oxford: Clarendon Press, 1996.	
		May include, but are not limited to No value	
		Reading List Fulk, R.D., ed. Interpretations of Beowulf. Indiana University Press, 1991.	
		May include, but are not limited to No value	
		Reading List Garber, Marjorie. Shakespeare After All. New York: Pantheon, 2004.	

Changed	Field	Current Version	Proposed Version
		May include, but are not limited to No value	
		Reading List Grossman, Marshall. The Story of All Things: Writing the Self in English Renaissance Narrative Poetry. Durham: Duke University Press, 1998.	
		May include, but are not limited to No value	
		Reading List Johnson, David and Elaine Treharne, Eds. Reading in Medieval Texts: Interpreting Old and Middle English Literature. Oxford: Oxford University Press, 2005.	
		May include, but are not limited to No value	
		Reading List Jones, Terry. Chaucer's Knight. London: Methuen, Ltd., 1985.	
		May include, but are not limited to No value	
		Reading List Lewis, C. S. A Preface to Paradise Lost. New York: Oxford UP, 1961.	

Changed	Field	Current Version	Proposed Version
		May include, but are not limited to No value	
		Reading List Loyn, H. R. The Making of the English Nation: From the Anglo-Saxons to Edward I. London: Thames and Hudson, 1991.	
		May include, but are not limited to No value	
		Reading List Moore, Leslie E. Beautiful Sublime: The Making of Paradise Lost, 1701-1734. Stanford, CA: Stanford University Press, 1990.	
		May include, but are not limited to No value	
		Reading List Patterson, Lee. Chaucer and the Subject of History. Madison: University of Wisconsin Press, 1991.	
		May include, but are not limited to No value	
		Reading List Shapiro, James. A Year in the Life of William Shakespeare: 1599. New York: Harper Collins, 2005.	

Changed	Field	Current Version	Proposed Version
		May include, but are not limited to No value	
		Reading List Solopova, Elizabeth and Stuart D. Lee. Key Concepts in Medieval Literature. New York: Palgrave Macmillan, 2007.	
		May include, but are not limited to No value	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
❗	**Course Objectives**	• Evaluate, understand and interpret the major literary texts of the period of English literature extending roughly from ca. 900 to 1660. • Identify and assess the development of literary styles, forms and genres in this period. • Explore the historical, philosophical, social and political issues which impacted the literature of this period in the national culture of Great Britain. • Investigate the role of gender, race, religion, sexuality and other cultural influences on this literature. • Apply a variety of critical and theoretical approaches to evaluation of the literature of this period.	• Evaluate, understand and interpret the major literary texts of the period of English literature extending roughly from ca. 900 to 1660. • Identify and assess the development of literary styles, forms, and genres in this period. • Explore the historical, philosophical, social, and political issues which impacted the literature of this period in the national culture of Great Britain. • Investigate the role of gender, race, religion, sexuality, and other cultural influences on this literature. • Apply a variety of critical and theoretical approaches to evaluation of the literature of this period.

Changed	Field	Current Version	Proposed Version
	CSLOs	**CSLOs** Acquire knowledge of the historical and cultural period, major writers, and key texts of Medieval and Renaissance British Literature. **Expected SLO Performance** 0.0	**CSLOs** Acquire knowledge of the historical and cultural period, major writers, and key texts of Medieval and Renaissance British Literature. **Expected SLO Performance** 0.0
		CSLOs Develop critical thinking skills by applying a variety of critical and theoretical criteria to the evaluation of Medieval and Renaissance British Literature. **Expected SLO Performance** 0.0	**CSLOs** Develop critical thinking skills by applying a variety of critical and theoretical criteria to the evaluation of Medieval and Renaissance British Literature. **Expected SLO Performance** 0.0
		CSLOs Identify and assess the development of literary styles, forms, and genres as well as the depiction of male and female roles and various ethnic and social classes in the literature of the period. **Expected SLO Performance** 0.0	**CSLOs** Identify and assess the development of literary styles, forms, and genres as well as the depiction of male and female roles and various ethnic and social classes in the literature of the period. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
❗	**Course Content**	1. Evaluate, understand and interpret the major literary texts of the period of English literature extending roughly from ca. 900 to 1660. 1. Read and interpret representative works of Old English poetry, particularly Beowulf, in modern translation. 2. Read and interpret representative works of the Middle English period, particularly from The Canterbury Tales of Chaucer. 3. Read and interpret representative works of sixteenth century English Renaissance writers such as Thomas More, Spenser, Marlowe, and Shakespeare. 4. Read and interpret representative works of seventeenth century writers such as Donne, Jonson, and Milton. 5. Assess the biographical contexts of the works studied. 2. Identify and assess the development of literary styles, forms and genres in this period. 1. Recognize the major features of common genres of the period, including epic, narrative poetry, lyric poetry, drama, "Utopian" literature, and satire. 2. Assess the stylistic differences among practitioners of various literary forms. 3. Assess the aesthetic and cultural trends which shaped the various movements which constitute this period. 3. Explore the historical, philosophical, social and political issues which impacted the literature of this period in the national culture of Great Britain. 1. Identify social, political and philosophical factors that distinguish the Anglo-Saxon, Medieval, Renaissance/	1. Evaluate, understand and interpret the major literary texts of the period of English literature extending roughly from ca. 900 to 1660. 1. Read and interpret representative works of Old English poetry, particularly Beowulf, in modern translation. 2. Read and interpret representative works of the Middle English period, particularly from The Canterbury Tales of Chaucer. 3. Read and interpret representative works of sixteenth century English Renaissance writers such as Thomas More, Spenser, Marlowe, and Shakespeare. 4. Read and interpret representative works of seventeenth century writers such as Donne, Jonson, and Milton. 5. Assess the biographical contexts of the works studied. 2. Identify and assess the development of literary styles, forms and genres in this period. 1. Recognize the major features of common genres of the period, including epic, narrative poetry, lyric poetry, drama, "Utopian" literature, and satire. 2. Assess the stylistic differences among practitioners of various literary forms. 3. Assess the aesthetic and cultural trends which shaped the various movements which constitute this period. 3. Explore the historical, philosophical, social and political issues which impacted the literature of this period in the national culture of Great Britain. 1. Identify social, political, and philosophical factors that distinguish the Anglo-Saxon, Medieval, Renaissance/

Changed	Field	Current Version	Proposed Version
		Elizabethan, and "Interregnum" periods. 2. Study the historical and social factors influencing the genesis of the major English linguistic periods, from Old English to Middle English to Modern English. 3. Assess the influence of exploration and contact with	Elizabethan, and "Interregnum" periods. 2. Study the historical and social factors influencing the genesis of the major English linguistic periods, from Old English to Middle English to Modern English. 3. Assess the influence of exploration and contact with

Changed	Field	Current Version	Proposed Version
		native peoples upon the English world view. 4. Investigate the role of gender, race, religion, sexuality and other cultural influences on this literature. 1. Analyze the depiction of male and female roles in the development of the literature of this period. 2. Examine the challenge to Catholic authority, the rise of Anglican Protestantism, and the ensuing factionalism. 3. Critique the Anglocentric world view as it emerges in the context of Europe and the expansion of the known world. 5. Apply a variety of critical and theoretical approaches to evaluation of the literature of this period. 1. Employ various critical approaches, including textual, historicist, reader response, structuralist, feminist and cultural criticism. 2. Study examples of criticism and rhetoric of the period to understand what features of literary style were most valued.	indigenous peoples upon the English worldview. 4. Investigate the role of gender, race, religion, sexuality, and other cultural influences on this literature. 1. Analyze the depiction of sex/gender roles in the development of the literature of this period. 2. Examine the challenge to Catholic authority, the rise of Anglican Protestantism, and the ensuing factionalism. 3. Critique the Anglocentric world view as it emerges in the context of Europe and the expansion of the known world. 5. Apply a variety of critical and theoretical approaches to evaluation of the literature of this period. 1. Employ various critical approaches, including textual, historicist, structuralist, feminist, queer theory, postcolonial, and cultural criticism. 2. Study examples of criticism and rhetoric of the period to understand what features of literary style were most valued. 3. Demonstrate an awareness how the literature of this period has shaped the global linguistic and literary present.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	Eligibility for college-level composition (ENGL C1000 or ENGL C1000H or ESL D005.) as determined by college assessment or other appropriate methods.	Eligibility for college-level composition (ENGL C1000 or ENGL C1000H or ESL D005.) as determined by college assessment or other appropriate methods.
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Not open to students with credit in the Honors Program related course.)	(Not open to students with credit in the Honors Program related course.)
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	(Eligibility for college-level composition as determined by college assessment or other appropriate methods.)	(Eligibility for college-level composition as determined by college assessment or other appropriate methods.)
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
!	**Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.**	No Value	Outline A & B: Students will read and analyze major literary texts from multiple cultural formations, representing a wide range of genres and styles. Outline E: Students will engage with multiple critical and theoretical perspectives and use those perspectives to evaluate literature of the period.
!	**Objective 2: Compose essays drawn from personal experience and assigned texts.**	No Value	Assignments B: Students will write an analytical/argumentative essay about assigned reading. Methods of Evaluation D: Students will be evaluated on their ability to analyze and evaluate course materials in a formal essay.
!	**Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.**	No Value	Methods of Evaluation D: Writing a formal paper in Literary Studies requires adherence to MLA formatting and citation guidelines.
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
❗	**Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.**	No Value	Outline C, D, & E: In their reading and analyses, students will explore different historical perspectives, identity and cultural categories, and critical/theoretical approaches.

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/ controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.	No Value	No Value
	If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/ Licensing/ Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline: A. Evaluate, understand and interpret the major literary texts of the period of English literature extending roughly from ca. 900 to 1660. B. Identify and assess the development of literary styles, forms and genres in this period.
❗	**Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Assignments: B. Students will write at least 2,500 words during the quarter. Of this total: 1. Approximately 1,500 must be an analytical and/or argumentative essay about the assigned reading and must demonstrate some achievement of course goals. C. Reading aloud of poems and enactment of scenes from plays. D. Group-centered tasks that encourage critical responses to the reading. Methods of Evaluation: E. Preparing for and leading group discussions to evaluate ability to analyze texts, to synthesize critical approaches, and to use texts and critical concepts to understand our current world.
❗	**Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Assignments: D. Group-centered tasks that encourage critical responses to the reading. Methods of Evaluation: E. Preparing for and leading discussion groups to evaluate ability to analyze texts and to synthesize critical views with texts read in the class. Outline: E. Apply a variety of critical and theoretical approaches to evaluation of the literature of this period.

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the**	No Value	Outline D. Investigate the role of gender, race, religion, sexuality, and other cultural influences on this literature. 1. Analyze the depiction of sex/gender roles in the development of the literature of this period. 2. Examine the challenge to Catholic authority, the rise of Anglican Protestantism, and the ensuing factionalism. 3. Critique the Anglocentric world view as it emerges in the context of Europe and the expansion of the known world.

Changed	Questions	Current Version	Proposed Version
	area referenced.)		
!	**Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline: C. Explore the historical, philosophical, social and political issues which impacted the literature of this period in the national culture of Great Britain. 1. Identify social, political, and philosophical factors that distinguish the Anglo-Saxon, Medieval, Renaissance/Elizabethan, and "Interregnum" periods. 2. Study the historical and social factors influencing the genesis of the major English linguistic periods, from Old English to Middle English to Modern English. 3. Assess the influence of exploration and contact with indigenous peoples upon the English worldview. Outline D3: Critique the Anglocentric world view as it emerges in the context of Europe and the expansion of the known world.
!	**Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Assignments: C. Reading aloud of poems and enactment of scenes from plays. Methods of Evaluation: E. Preparing for and leading group discussions to evaluate ability to analyze texts, to synthesize critical approaches, and to use texts and critical concepts to understand our current world. Outline: E.3. Demonstrate an awareness how the literature of this period has shaped the global linguistic and literary present.

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Stage 5: SLO Coordinator	No Value	No Value
	Stage 7: Content Review Matrix Liaison	No Value	No Value
	Stage 8: Dean of Online Learning	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	ELIT 046A	ELIT 046A
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA
	Cross-Listed/ Related Course Information	NA	NA
	Cross-Listed/ Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/ YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/ YYYY)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Curriculum Office Notes	• Tech. change to prerequisite statement; see memo appr. 6/18/19 (effect. F20).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc	• Tech. change to prerequisite statement; see memo appr. 6/18/19 (effect. F20).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value

Changed	Questions	Current Version	Proposed Version					
❗	**Stage 3: DEI**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			03/23/2026	Basic Course Information	Course Description	Suggested	Consider minor revisions to use welcoming, student-centered language and minimize the use of impersonal, course-centered language, and to describe the knowledge, skills, and abilities students will gain upon the completion of the course	Y

Changed	Questions	Current Version	Proposed Version				
						Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.	
			03/23/2026	Specifications	Examples of Primary Texts and References	Suggested	Yes. Added to the DEI statement.

Changed	Questions	Current Version	Proposed Version		
				Thanks for this list of assignments! Do assignments do one or more of the following: (1) Provides choices in how students demonstrate proficiency; (2) Encourage students to connect course content to their own life, background, and experiences; (3) One or more course assignments provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider noting this for the relevant assignment. If not appropriate, let me know in the Initiator response box.	
		03/23/2026	SpecificationsAssignmentsSuggested		Thank you! I have added #2 as an option for the additional writing assignments.

Changed	Questions	Current Version	Proposed Version				
			03/23/2026	Specifications	Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If not appropriate, let me know in the initiator response box.	Added to the formal essay in Methods of Evaluation.
	Stage 4: Articulation Officer	No Value	No Value					
	Stage 5: De Anza General Education	No Value	No Value					
	Stage 6: Content Review Matrix Liaison	No Value	No Value					
	Stage 7: Dean of Online Learning	No Value	No Value					
	Stage 8: SLO Coordinator	No Value	No Value					

Changed	Questions	Current Version	Proposed Version
	Stage 10: Curriculum Committee	No Value	No Value

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	ELITD046A
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000251606

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	

De Anza College

Change Report

06/08/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
B-Matrix Form	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.
B-Matrix Form	Objective 2: Develop analytical ideas and topics for essays.
B-Matrix Form	Objective 3: Compose and support thesis statements for analytical essays.
B-Matrix Form	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.
B-Matrix Form	Objective 5: Identify and practice writing for different audiences and purposes.

Section	Changed field
B-Matrix Form	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.
B-Matrix Form	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.
B-Matrix Form	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.
B-Matrix Form	Objective 9: Demonstrate appropriate grammar usage and mechanics.
H-Matrix Form	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Section	Changed field
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Comments	Stage 3: DEI
Comments	Stage 6: Content Review Matrix Liaison
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• Mi Chang	• Julie Pesano • Endow, Katelyn
	Course ID (CB01A and CB01B)	ELITD46BH	ELITD46BH
	Course Control Number	CCC000592158	CCC000592158
	Course Title (CB02)	Major British Writers (Neo-Classical and Romantic) - HONORS	Major British Writers (Neo-Classical and Romantic) - HONORS
	Short Course Title	MAJOR BRIT WRTRS(NEO/ROM)-HON	MAJOR BRIT WRTRS(NEO/ROM)-HON

Changed	Field	Current Version	Proposed Version
	TOP Code (CB03)	1501.00	1501.00 English
	CIP Code	English Language and Literature, General	23.0101 English Language and Literature, General
	Department	ELIT - English Literature	ELIT - English Literature
!	**Effective Term**	Fall 2025	Fall ~~2025~~ 2027
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
!	**Course Description**	This course explores readings and critical responses to representative works by major writers such as Pope, Behn, Swift, Johnson, Wordsworth, Coleridge, Percy and Mary Godwin Shelley, Keats, Austen, Montagu, and the Bronte sisters. Students will be expected to complete extra assignments to gain a deeper insight into Literature.	In this course, students read, discuss, and analyze works by major British writers such as Alexander Pope, Aphra Behn, Jonathan Swift, Samuel Johnson, William Wordsworth, Samuel Taylor Coleridge, Mary Shelley, Percy Bysshe Shelley, John Keats, Jane Austen, Mary Wollstonecraft, and the Brontë sisters. Students practice close reading and analytical writing, develop their own interpretations, and examine how literature reflects diverse social experiences and historical contexts. The course supports students in building skills that transfer to academic, professional, and creative work. Students will complete extra assignments to gain a deeper insight into Literature.
	Course Type (CB27)	• Lower Division	• Lower Division
!	**Mode of Delivery**	No value	• Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	**Discipline 1**	No value	• English
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	**FSA**	No value	• FHDA FSA - ENGLISH

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is a major preparation requirement in the discipline of English for at least one CSU or UC. This course also meets a general education requirement for De Anza and Cal-GETC and belongs on the English AA Degree. This course provides students with the tools to explore the historical, philosophical, social and political issues and their impact on British literature from roughly 1660-1830. This course is the honors version and as a result, includes more advanced assignments and assessments.	This course is a major preparation requirement in the discipline of English for at least one CSU or UC. This course also meets a general education requirement for De Anza and Cal-GETC and belongs on the English AA Degree. This course provides students with the tools to explore the historical, philosophical, social and political issues and their impact on British literature from roughly 1660-1830. This course is the honors version and as a result, includes more advanced assignments and assessments.

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No	No

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	Yes - don't forget to duplicate the revisions in the honors/non-honors course	Yes - don't forget to duplicate the revisions in the honors/non-honors course

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/ noncredit course?	No	No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No	No

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No

DEI Review

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	In the course outline, item D has students nvestigate the role of gender, race, religion, sexuality and other cultural influences on this literature. They are specifically asked to analyze the depiction of male and female roles in the development of the literature of this period, and critique the Eurocentric world view of colonial exploration and expansion of the known world.
	Please check all areas in the COR that address DEI.	No value	• Basic Course Information - Course Description

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass

Changed	Field	Current Version	Proposed Version
	Allow Students to Gain Credit by Exam/ Challenge	☐	☐
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	
	Will the course fulfill a UC/CSU lower-division major requirement?	No	No
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	Yes	Yes

Associated Programs

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program** Cal-GETC **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Cal-GETC **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Cal-GETC (In Development) **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Cal-GETC (In Development) **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program English **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** English **Award Type** Associate in Arts (A.A.) Degree
		Associated Program English **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** English **Award Type** Associate in Arts (A.A.) Degree
		Associated Program English for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** English for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program English for Transfer (In Development)	**Associated Program** English for Transfer (In Development)

Changed	Field	Current Version	Proposed Version
		Award Type Associate in Arts for Transfer (A.A.-T.) Degree	**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU

Changed	Field	Current Version	Proposed Version
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved

Changed	Field	Current Version	Proposed Version
	GE Information	**System/ Institution** C-ID **Area(s)** • ENGL - Approved. **-** • (ELIT D046A or ELIT D46AH) & (ELIT D046B or ELIT D46BH) required for C-ID ENGL 160 • (ELIT D046B or ELIT D46BH) & (ELIT D046C or ELIT D46CH) required for C-ID ENGL 165	**System/ Institution** C-ID **Area(s)** • ENGL - Approved. **-** • (ELIT D046A or ELIT D46AH) & (ELIT D046B or ELIT D46BH) required for C-ID ENGL 160 • (ELIT D046B or ELIT D46BH) & (ELIT D046C or ELIT D46CH) required for C-ID ENGL 165
		System/ Institution Cal-GETC **Area(s)** • CA3B - Approved. **-** No value	**System/ Institution** Cal-GETC **Area(s)** • CA3B - Approved. **-** No value
		System/ Institution De Anza GE **Area(s)** • 2G3X - Approved. **-** No value	**System/ Institution** De Anza GE **Area(s)** • 2G3X - Approved. **-** No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	4	4
	Lecture Hours - Out of Class	8	8
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144

Changed	Field	Current Version	Proposed Version
	Lecture Hours - Course In-Class (Contact) per Term	48	48
	Lecture Hours - Course Out-of-Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	48	48

Changed	Field	Current Version	Proposed Version
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4	4
	Total Credit Units - Maximum Credit Units	4	4

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.

Changed	Field	Current Version	Proposed Version
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading In-class essays Quiz and examination review performed in class Homework and extended projects Guest speakers Collaborative learning and small group exercises	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading In-class essays Quiz and examination review performed in class Homework and extended projects Guest speakers Collaborative learning and small group exercises

Changed	Field	Current Version	Proposed Version
❗	**Assignments**	1. Readings by and about the major writers of this period. Readings may be assigned by author or by genre. 2. Students will write at least 2,500 words during the quarter. Of this total: 1. Approximately 1,500 must be an analytical and/or argumentative essay about the assigned reading and must demonstrate some achievement of course goals. 2. The remaining writing requirement: 1. May be fulfilled in a midterm or project 2. May also be drawn from a variety of other activities, such as reading quizzes; reader responses; reports; summaries; additional essays, long or short; imitations of authors' style. 3. Reading aloud of texts. 4. Group-centered tasks that encourage critical responses to the reading. 5. Written final examination. 6. The honors project assignment should include one of the following: 1. Additional critical analytical writing of 750-1000 words 2. Teach a 15-20 minute lesson to the class on a figure, text, movement or cultural issue that	1. Readings by and about the major writers of this period. Readings may be assigned by author or by genre. 2. Students will write at least 2,500 words during the quarter. Of this total: 1. Approximately 1,500 must be an analytical and/or argumentative essay about the assigned reading and must demonstrate some achievement of course goals. 2. The remaining writing requirement: 1. May be fulfilled in a midterm or project 2. May also be drawn from a variety of other activities, such as reading quizzes; reader responses; reports; summaries; additional essays, long or short; imitations of authors' style. 3. Reading aloud of texts. 4. Group-centered tasks that encourage critical responses to the reading. 5. Written final examination. 6. The honors project assignment should include one of the following: 1. Additional critical analytical writing of 750-1000 words 2. Teach a 15-20 minute lesson to the class on a figure, text, movement or cultural issue that

Changed	Field	Current Version	Proposed Version
		pertains to the course period or topic, accompanied by a detailed written lesson plan. 3. Annotated Bilbliography of 7-10 primary and critical texts related to the course period or topic, beyond those included in the primary course's assigned texts.	pertains to the course period or topic, accompanied by a detailed written lesson plan. 3. Annotated Bibliography of 7-10 primary and critical texts related to the course period or topic, beyond those included in the primary course's assigned texts.

Changed	Field	Current Version	Proposed Version
❗	**Methods of Evaluation**	**Methods of Evaluation**	**Methods of Evaluation** Methods of Evaluation

Changed	Field	Current Version	Proposed Version
	Methods of Evaluation	1. Quizzes to evaluate comprehension and mastery of assigned texts, key terms, and concepts. 2. Participation in class discussion to evaluate ability to make an argument, to think critically, and to use textual support. 3. In-class essays and examinations, that require students to summarize, integrate, and critically analyze and apply concepts examined throughout the course. 4. Formal papers to evaluate ability to analyze critically and synthesize course materials and to present an argument. 5. Preparing for and leading discussion groups to evaluate ability to analyze	**Methods of Evaluation** 1. Quizzes to evaluate comprehension and mastery of assigned texts, key terms, and concepts. 2. Participation in class discussion to evaluate ability to make an argument, to think critically, and to use textual support. 3. In-class essays and examinations, that require students to summarize, integrate, and critically analyze and apply concepts examined throughout the course. 4. Formal papers to evaluate ability to analyze critically and synthesize course materials and to present an argument. 5. Preparing for and leading discussion groups to evaluate ability to analyze

Changed	Field	Current Version	Proposed Version
		texts and to synthesize critical views with texts read in the class. 6. The Honors project assignment would be evaluated for depth of analysis, critical thinking skills, and a comprehensive discussion of the research topic.	texts and to synthesize critical views with texts read in the class. 6. The Honors project assignment would be evaluated for depth of analysis, critical thinking skills, and a comprehensive discussion of the research topic.
	Essential Student Materials/ Essential College Facilities	**Essential Student Materials:** • None. **Essential College Facilities:** • None.	**Essential Student Materials:** • None **Essential College Facilities:** • None

Changed	Field	Current Version	Proposed Version
!	**Examples of Primary Texts and References**	**Title** No value **Author** Greenblatt, Stephen and M. H. Abrams. The Norton Anthology of English Literature. 10th edition. W. W. Norton, 2018. **Publisher** No value **Date/ Edition** No value **ISBN** No value **Title** No value **Author** Greer, Germaine, et. al. Kissing the Rod: An Anthology of Seventeenth Century Women's Verse. Farrar, Straus and Giroux, 1989. **Publisher** No value **Date/ Edition** No value **ISBN** No value	**Title** The Norton Anthology of English Literature. **Author** Greenblatt, Stephen and M.H. Abrams. **Publisher** W.W Norton, **Date/ Edition** 2024/11th edition **ISBN** 9781324062752 **Title** Kissing the Rod: An Anthology of 17th-Century Women's Verse. **Author** Greer, Germaine, et. al. **Publisher** Farrar, Straus, and Giroux **Date/ Edition** 1989 **ISBN** 0374521646

Changed	Field	Current Version	Proposed Version
!	**Suggested Reading List**	**Reading List** Abrams, M. H. The Mirror and The Lamp.F Oxford: Oxford University Press, 1971. **May include, but are not limited to** No value **Reading List** Behrendt & Linkin (eds.). Romanticism & Women Poets: Opening the Door of Perception. Lexington: University of Kentucky Press, 1999. **May include, but are not limited to** No value **Reading List** Clark, J.C.D. Samuel Johnson: literature, religion and English cultural politics from the Restoration to Romanticism. New York: Cambridge University Press, 1994. **May include, but are not limited to** No value	**Reading List** List:

Changed	Field	Current Version	Proposed Version
		Reading List Damrosch, Leo (ed.) The Profession of Eighteenth-Century Literature: Reflections on an Institution. Madison, WI: The University of Wisconsin Press, 1992.	**May include, but are not limited to** Historical and Cultural Background (Restoration to Romanticism) • Plumb, J. H. *England in the Eighteenth Century*. Penguin Books, 1963. (classic) • Morse, David. *The Age of Virtue: British Culture from the Restoration to Romanticism*. Palgrave Macmillan, 2000. • Speck, W. A. *Literature and Society in Eighteenth-Century England: Ideology, Politics and Culture, 1680–1820*. Routledge, 2016. Literary Theory and Critical Foundations • Abrams, M. H. *The Mirror and the Lamp*. Oxford University Press, 1971. (classic) • McGann, Jerome. *The Romantic Ideology*. University of Chicago Press, 1985. (classic) • Newlyn, Lucy. *Reading, Writing, and Romanticism:*
		May include, but are not limited to No value	
		Reading List Fulford & Kitson. Romanticism and Colonialism: Writing & Empire. London: Cambridge University Press, 1992.	
		May include, but are not limited to No value	
		Reading List Gill, Stephen. William Wordsworth: A Life. Oxford: Oxford University Press, 1990.	
		May include, but are not limited to No value	

Changed	Field	Current Version	Proposed Version
		Reading List Henderson, Andrea K. Romanticism and the painful pleasures of modern life. Cambridge: Cambridge University Press, 2008.	*The Anxiety of Reception*. Oxford University Press, 2000. Romanticism: Contexts, Movements, and Influences • Barbeau, Jeffrey W., ed. *The Cambridge Companion to British Romanticism and Religion*. Cambridge University Press, 2021. • Mortensen, Peter. *British Romanticism and Continental Influences: Writing in an Age of Europhobia*. Palgrave Macmillan, 2004. • Henderson, Andrea K. *Romanticism and the Painful Pleasures of Modern Life*. Cambridge University Press, 2008. • Fulford, Tim, and Peter J. Kitson. *Romanticism and Colonialism: Writing and Empire*. Cambridge University Press, 1998. (classic) Romanticism: Genre
		May include, but are not limited to No value	
		Reading List Kernan, Alvin. "Printing Technology, Letters, & Samuel Johnson." Princeton: Princeton University Press, 1987.	
		May include, but are not limited to No value	
		Reading List Looser, Devoney. British Women Writers and the Writing of History, 1670-1820. Baltimore: Johns Hopkins University Press, 2000.	
		May include, but are not limited to No value	

Changed	Field	Current Version	Proposed Version
		Reading List Maxwell, Richard and Katie Trumpener, editors. The Cambridge companion to fiction in the Romantic period. New York: Cambridge University Press, 2008.	and Literary Forms • Maxwell, Richard, and Katie Trumpener, eds. *The Cambridge Companion to Fiction in the Romantic Period*. Cambridge University Press, 2008. Major Authors and Biographical Studies • Gill, Stephen. *William Wordsworth: A Life*. Oxford University Press, 2020. • Cox, Jeffrey N. *William Wordsworth, Second-Generation Romantic: Contesting Poetry after Waterloo*. Cambridge University Press, 2021. • Wain, John. *Samuel Johnson: A Biography*. Viking Press, 1974. (classic) Eighteenth-Century Literature and Print Culture • Damrosch, Leo, ed. *The Profession of Eighteenth-Century Literature*. University of
		May include, but are not limited to No value	
		Reading List McGann, Jerome. The Romantic Ideology. Chicago: University of Chicago Press, 1985.	
		May include, but are not limited to No value	
		Reading List Morse, David. The Age of Virtue: British Culture from the Restoration to Romanticism. New York: Palgrave Macmillan, 2000.	
		May include, but are not limited to No value	

Changed	Field	Current Version	Proposed Version
		Reading List Mortensen, Peter. British romanticism and continental influences: writing in an age of europhobia. New York: Palgrave MacMillan, 2004	Wisconsin Press, 1992. (classic) • Kernan, Alvin. *Printing Technology, Letters, and Samuel Johnson*. Princeton University Press, 1987. (classic) • Clark, J. C. D. *Samuel Johnson: Literature, Religion and English Cultural Politics from the Restoration to Romanticism*. Cambridge University Press, 1994. (classic) Gender, Women Writers, and Feminist Criticism • Behrendt, Stephen C., and Harriet Kramer Linkin, eds. *Romanticism and Women Poets: Opening the Door of Perception*. University Press of Kentucky, 1999. (classic) • Looser, Devoney. *British Women Writers and the Writing of History, 1670–1820*. Johns Hopkins University Press, 2000. • Poovey, Mary. *The Proper Lady*
		May include, but are not limited to No value	
		Reading List Newlyn, Lucy. Reading, Writing & Romanticism: The Anxiety of Reception. London: Oxford University Press, 2000.	
		May include, but are not limited to No value	
		Reading List Plumb, J. H. England in the Eighteenth Century. London: Penguin Books, 1963.	
		May include, but are not limited to No value	

Changed	Field	Current Version	Proposed Version
		Reading List Poovey, Mary. The Proper Lady and The Woman Writer. Chicago: University of Chicago Press, 1984. **May include, but are not limited to** No value **Reading List** Raine, Kathleen. William Blake. Oxford: Oxford University Press, 1970. **May include, but are not limited to** No value **Reading List** Rawson, C. J. The Character of Swift's Satire. Newark: University of Delaware Press, 1983. **May include, but are not limited to** No value	*and the Woman Writer*. University of Chicago Press, 1984. (classic) Race, Empire, and Postcolonial Perspectives • Wheeler, Roxanne. *The Complexion of Race: Categories of Difference in Eighteenth-Century British Culture*. University of Pennsylvania Press, 2000. Satire and Genre Studies (Restoration/ Eighteenth Century) • Rawson, C. J. *The Character of Swift's Satire*. University of Delaware Press, 1983. (classic)

Changed	Field	Current Version	Proposed Version
		Reading List Speck, W.A. Literature and Society in Eighteenth Century England: Ideology, Politics and Culture, 1680-1820 (Themes in British Social History Series). New York: Addison-Wesley Publishing Company, 1998.	
		May include, but are not limited to No value	
		Reading List Wain, John. Samuel Johnson: A Biography. New York: Viking Press, 1974.	
		May include, but are not limited to No value	
		Reading List Wheeler, Roxanne. The Complexion of Race: Categories of Difference in Eighteenth-Century British Culture (New Cultural Studies). Philadelphia: University of Pennsylvania Press, 2000.	

Changed	Field	Current Version	Proposed Version
	May include, but are not limited to	No value	

Learning Outcomes

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Evaluate, understand and interpret the major literary texts of the period of English literature extending roughly from 1660-1830. • Identify and assess the development of literary styles, forms and genres in this period. • Explore the historical, philosophical, social and political issues which impacted the literature of this period in the national culture of Great Britain. • Investigate the role of gender, race, religion, sexuality and other cultural influences on this literature. • Apply a variety of critical and theoretical approaches to evaluation of the literature and major literary figures of this period. • Develop an awareness of how this literary period has shaped global linguistic and literary English. • Demonstrate understanding of appropriate academic discourse, conventions of critical literary analysis and appropriate citation form. • Produce analytical and challenging work in the Honors assignment.	• Evaluate, understand and interpret the major literary texts of the period of English literature extending roughly from 1660-1830. • Identify and assess the development of literary styles, forms and genres in this period. • Explore the historical, philosophical, social and political issues which impacted the literature of this period in the national culture of Great Britain. • Investigate the role of gender, race, religion, sexuality and other cultural influences on this literature. • Apply a variety of critical and theoretical approaches to evaluation of the literature and major literary figures of this period. • Develop an awareness of how this literary period has shaped global linguistic and literary English. • Demonstrate understanding of appropriate academic discourse, conventions of critical literary analysis and appropriate citation form. • Produce analytical and challenging work in the Honors assignment.

Changed	Field	Current Version	Proposed Version
	CSLOs	**CSLOs** Acquire knowledge of the historical and cultural period, major writers, and key texts of Neo-Classical and Romantic British Literature. **Expected SLO Performance** 0.0	**CSLOs** Acquire knowledge of the historical and cultural period, major writers, and key texts of Neo-Classical and Romantic British Literature. **Expected SLO Performance** 0.0
		CSLOs Develop critical thinking skills by applying a variety of critical and theoretical criteria to the evaluation of Neo-Classical and Romantic British Literature. **Expected SLO Performance** 0.0	**CSLOs** Develop critical thinking skills by applying a variety of critical and theoretical criteria to the evaluation of Neo-Classical and Romantic British Literature. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
	Course Content	1. Evaluate, understand and interpret the major literary texts of the period of English literature extending roughly from 1660-1830. 1. Read and interpret representative works of neo-classical writers such as Dryden, Pope, Swift and Johnson. 2. Read and interpret representative works of romantic writers such as Blake, Coleridge, Wordsworth, Byron, Shelley and Keats. 3. Compare and contrast the literary and aesthetic differences between Neo-classical and Romantic writers. 4. Assess the biographical contexts of the works studied. 2. Identify and assess the development of literary styles, forms and genres in this period. 1. Recognize the major features of common genres of the period, including satire, lyric poetry, narrative poetry, drama, novel, and essay. 2. Assess the stylistic differences among practitioners of various literary forms. 3. Compare the literary schools and trends which shaped British Neoclassicism and Romanticism.	1. Evaluate, understand and interpret the major literary texts of the period of English literature extending roughly from 1660-1830. 1. Read and interpret representative works of neo-classical writers such as Dryden, Pope, Swift and Johnson. 2. Read and interpret representative works of romantic writers such as Blake, Coleridge, Wordsworth, Byron, Shelley and Keats. 3. Compare and contrast the literary and aesthetic differences between Neo-classical and Romantic writers. 4. Assess the biographical contexts of the works studied. 2. Identify and assess the development of literary styles, forms and genres in this period. 1. Recognize the major features of common genres of the period, including satire, lyric poetry, narrative poetry, drama, novel, and essay. 2. Assess the stylistic differences among practitioners of various literary forms. 3. Compare the literary schools and trends which shaped British Neoclassicism and Romanticism.

Changed	Field	Current Version	Proposed Version
		3. Explore the historical, philosophical, social and political issues which impacted the literature of this period in the national culture of Great Britain. 1. Explore the influence of politics and major social events on the literature of this period 1. Explore the impact of Restoration politics on Neoclassical literature. 2. Explore the	3. Explore the historical, philosophical, social and political issues which impacted the literature of this period in the national culture of Great Britain. 1. Explore the influence of politics and major social events on the literature of this period 1. Explore the impact of Restoration politics on Neoclassical literature. 2. Explore the

Changed	Field	Current Version	Proposed Version
		influence of European and colonial revolution on literary Romanticism. 2. Explore the influence of major philosophical movements on the literature of this period. 1. Understand the impact of Rational Philosophy on Neoclassical literature. 2. Understand the impact of Kantian philosophy on Romantic literature. 3. Explore the major historical issues which impacted the literature of this period in national culture of Great Britain. 4. Investigate the role of gender, race, religion, sexuality and other cultural influences on this literature. 1. Analyze the depiction of male and female roles in the development of the literature of this period. 2. Critique the Eurocentric world view of colonial exploration and expansion of the known world. 3. Assess the role of Anglican Protestantism and its rival faiths and factions in shaping the	influence of European and colonial revolution on literary Romanticism. 2. Explore the influence of major philosophical movements on the literature of this period. 1. Understand the impact of Rational Philosophy on Neoclassical literature. 2. Understand the impact of Kantian philosophy on Romantic literature. 3. Explore the major historical issues which impacted the literature of this period in national culture of Great Britain. 4. Investigate the role of gender, race, religion, sexuality and other cultural influences on this literature. 1. Analyze the depiction of male and female roles in the development of the literature of this period. 2. Critique the Eurocentric world view of colonial exploration and expansion of the known world. 3. Assess the role of Anglican Protestantism and its rival faiths and factions in shaping the

Changed	Field	Current Version	Proposed Version
		literary practice of this period. 5. Apply a variety of critical and theoretical approaches to evaluation of the literature and major literary figures of this period. 1. Distinguish the differences between various critical approaches, including textual, historicist, reader response, structuralist, feminist and cultural criticism. 2. Study examples of criticism and rhetoric of the periods to understand what features of literary style were most valued. 6. Develop an awareness of how this literary period has shaped global linguistic and literary English. 1. Explore the development of newspapers and the origins of a mass readership. 2. Examine the rise of the novel and the beginnings of poetry's decline. 3. Appraise the emerging split between high and low culture. 7. Demonstrate understanding of appropriate academic discourse, conventions of critical literary analysis and appropriate citation form. 1. Develop and support inferences in relation to literary texts.	literary practice of this period. 5. Apply a variety of critical and theoretical approaches to evaluation of the literature and major literary figures of this period. 1. Distinguish the differences between various critical approaches, including textual, historicist, reader response, structuralist, feminist and cultural criticism. 2. Study examples of criticism and rhetoric of the periods to understand what features of literary style were most valued. 6. Develop an awareness of how this literary period has shaped global linguistic and literary English. 1. Explore the development of newspapers and the origins of a mass readership. 2. Examine the rise of the novel and the beginnings of poetry's decline. 3. Appraise the emerging split between high and low culture. 7. Demonstrate understanding of appropriate academic discourse, conventions of critical literary analysis and appropriate citation form. 1. Develop and support inferences in relation to literary texts.

Changed	Field	Current Version	Proposed Version
		2. Apply rhetorical forms and strategies appropriate to academic discourse and critical literary analysis. 3. Use appropriate MLA citation form 8. Produce analytical and challenging work in the Honors assignment. 1. Critically evaluate secondary texts. 2. Demonstrate in-depth comprehension of course content.	2. Apply rhetorical forms and strategies appropriate to academic discourse and critical literary analysis. 3. Use appropriate MLA citation form 8. Produce analytical and challenging work in the Honors assignment. 1. Critically evaluate secondary texts. 2. Demonstrate in-depth comprehension of course content.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	Eligibility for college-level composition (ENGL C1000 or ENGL C1000H or ESL D005.) as determined by college assessment or other appropriate methods.	Eligibility for college-level composition (ENGL C1000 or ENGL C1000H or ESL D005.) as determined by college assessment or other appropriate methods.
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Not open to students with credit in the non-Honors related course.) (Admission into this course requires consent of the Honors Program Coordinator.)	(Not open to students with credit in the non-Honors related course.) (Admission into this course requires consent of the Honors Program Coordinator.)
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	(Eligibility for college-level composition as determined by college assessment or other appropriate methods.)	(Eligibility for college-level composition as determined by college assessment or other appropriate methods.)
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
❗	**Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.**	No Value	Students analyze Neoclassical and Romantic literary texts within their historical, philosophical, and cultural contexts, including political, social, and religious influences. Students interpret complex texts and evaluate how meaning is shaped by genre, form, and context (Outline A; Outline B; Outline C; Methods of Evaluation A; Methods of Evaluation B; Methods of Evaluation C).
❗	**Objective 2: Develop analytical ideas and topics for essays.**	No Value	Students generate analytical and interpretive ideas in response to assigned readings and class discussions, including exploration of literary movements, historical contexts, and cultural influences. Students develop focused topics for analytical writing based on course texts and critical approaches (Outline A; Outline C; Outline D; Assignments A; Assignments D; Methods of Evaluation B).
❗	**Objective 3: Compose and support thesis statements for analytical essays.**	No Value	Students produce analytical essays and written responses that present clear, focused claims supported by textual evidence and critical reasoning. Written work demonstrates the ability to interpret literary texts and develop sustained analysis (Assignments B.1; Assignments B.2; Methods of Evaluation C; Methods of Evaluation D).

Changed	Questions	Current Version	Proposed Version
❗	**Objective 4: Develop clear sequential relationship between central argument/ controlling idea and supporting ideas in writing.**	No Value	Students organize analytical writing to demonstrate logical development of ideas, including the integration of textual evidence and coherent argumentation. Students produce structured written work that reflects appropriate academic discourse (Assignments B.1; Methods of Evaluation C; Methods of Evaluation D).
❗	**Objective 5: Identify and practice writing for different audiences and purposes.**	No Value	Students engage in a variety of writing tasks, including analytical essays, reader responses, examinations, and other written assignments that address different purposes and audiences. Students adapt their writing to meet the expectations of academic literary analysis (Assignments B.2; Methods of Evaluation A; Methods of Evaluation C; Methods of Evaluation D).
❗	**Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.**	No Value	Students apply multiple critical and theoretical approaches, including textual, historicist, reader response, feminist, and cultural criticism, to analyze literary texts. Students use appropriate rhetorical strategies to develop and support analytical interpretations (Outline E; Methods of Evaluation B; Methods of Evaluation D).

Changed	Questions	Current Version	Proposed Version
❗	**Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.**	No Value	Students engage in drafting and revision of analytical writing through essays, examinations, and other written work. Coursework emphasizes the development of ideas over time through practice and feedback (Assignments B; Methods of Instruction: Homework and extended projects; Methods of Evaluation C; Methods of Evaluation D).
❗	**Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.**	No Value	Students complete a sequence of writing assignments totaling at least 2,500 words, including analytical and argumentative essays and other written work that increases in complexity and depth of analysis over the course of the term (Assignments B; Methods of Evaluation C; Methods of Evaluation D).
❗	**Objective 9: Demonstrate appropriate grammar usage and mechanics.**	No Value	Students produce written work that demonstrates control of grammar, syntax, and clarity appropriate to college-level analytical writing. Written assignments, including essays and examinations, reflect standard academic conventions (Assignments B.1; Methods of Evaluation C; Methods of Evaluation D).

C-Matrix Form

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
Changed	Questions	Current Version	Proposed Version
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Explore the	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.		
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being retained/ added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value
❗	**Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.**	No Value	For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort. Student may not enroll if they have previously passed ELIT 46B without the Honors designation. Admission into this course requires consent of the Honors Program Coordinator.
	Objective 3: For Prerequisites based on Government/ Licensing/ Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	A. Evaluate, understand and interpret the major literary texts of the period of English literature extending roughly from 1660-1830. B. Identify and assess the development of literary styles, forms and genres in this period. C. Explore the historical, philosophical, social and political issues which impacted the literature of this period in the national culture of Great Britain. E. Apply a variety of critical and theoretical approaches to evaluation of the literature and major literary figures of this period.

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	C. Reading aloud of texts. Assignments B. Students will write at least 2,500 words during the quarter. Of this total: 1. Approximately 1,500 must be an analytical and/or argumentative essay about the assigned reading and must demonstrate some achievement of course goals. D. Group-centered tasks that encourage critical responses to the reading. Methods of Evaluation E. Preparing for and leading discussion groups to evaluate ability to analyze texts and to synthesize critical views with texts read in the class. D. Formal papers to evaluate ability to analyze critically and synthesize course materials and to present an argument.

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	E. Apply a variety of critical and theoretical approaches to evaluation of the literature and major literary figures of this period. 1. Distinguish the differences between various critical approaches, including textual, historicist, reader response, structuralist, feminist and cultural criticism. Methods of Evaluation C. In-class essays and examinations, that require students to summarize, integrate, and critically analyze and apply concepts examined throughout the course. D. Formal papers to evaluate ability to analyze critically and synthesize course materials and to present an argument.
❗	**Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	D. Investigate the role of gender, race, religion, sexuality and other cultural influences on this literature. 1. Analyze the depiction of male and female roles in the development of the literature of this period. 2. Critique the Eurocentric world view of colonial exploration and expansion of the known world. 3. Assess the role of Anglican Protestantism and its rival faiths and factions in shaping the literary practice of this period.

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	C. Explore the historical, philosophical, social and political issues which impacted the literature of this period in the national culture of Great Britain. 1a. Explore the impact of Restoration politics on Neoclassical literature. 1b. Explore the influence of European and colonial revolution on literary Romanticism. 3. Explore the major historical issues which impacted the literature of this period in national culture of Great Britain. F. Develop an awareness of how this literary period has shaped global linguistic and literary English.
❗	**Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Assignments D. Group-centered tasks that encourage critical responses to the reading. F.2. Teach a 15-20 minute lesson to the class on a figure, text, movement or cultural issue that pertains to the course period or topic, accompanied by a detailed written lesson plan.

Comments

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value
	Stage 7: Content Review Matrix Liaison	No Value	No Value
	Stage 8: Dean of Online Learning	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	ELIT 046BH	ELIT 046BH
	Course Status	Non-substantial	Non-substantial

Changed	Questions	Current Version	Proposed Version
	Course Characteristics	Honors	Honors
	Cross-Listed/ Related Course Information	NA	NA
	Cross-Listed/ Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/ YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
	Curriculum Office Notes	• Tech. change to prerequisite statement; see memo appr. 6/18/19 (effect. F20).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc	• Tech. change to prerequisite statement; see memo appr. 6/18/19 (effect. F20).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value

Changed	Questions	Current Version	Proposed Version				
	Stage 3: DEI	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**
			04/06/2026	Basic Course Information	Course Description	Suggested	Consider minor revisions to use welcoming, student-centered language and minimize the use of impersonal, course-centered language, and to describe the knowledge, skills, and abilities students will gain upon the completion of the course. Y

Changed	Questions	Current Version	Proposed Version			
						Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse
			04/06/2026	Specifications	Examples of Primary Texts and References	Suggested	authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement. Y

Changed	Questions	Current Version	Proposed Version	
			04/06/2026 SpecificationsAssignmentsSuggested	Thanks for this list of assignments! Do assignments do one or more of the following: (1) Provides choices in how students demonstrate proficiency; (2) Encourages students to connect course content to their own life, background, and experiences; (3) provides students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider noting this for the relevant assignment. If not appropriate, let me know in the Initiator response

Changed	Questions	Current Version	Proposed Version			
						box. NA For any evaluation methods, do instructors provide examples of strong and/ or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If not appropriate, let me know in the initiator response box. NA
			04/06/2026	Specifications	Methods of Evaluation	Suggested
	Stage 4: Articulation Officer	No Value	No Value			
	Stage 5: De Anza General Education	No Value	No Value			

Changed	Questions	Current Version	Proposed Version					
	Stage 6: Content Review Matrix Liaison	No Value	Stage 6: Content Review Matrix Liaison					
			Date	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			4/23/46	Req/ Adv	Prequisite(s)	Required	Please Clarify. If students need only be eligible for ENGL C1000 then you should complete Matrix B. You should only complete Matrix A if students need to have taken ENGL C1000 prior to or concurrently with taking this course. - (Y. Correction. I deleted Matrix A and completed Matrix B.)	
			4/23/26	Matrix H	Objective 2	Required	Complete for your Honors Limitation on Enrollment (Y. Matrix H completed)	
	Stage 7: Dean of Online Learning	No Value	No Value					

Changed	Questions	Current Version	Proposed Version
	Stage 8: SLO Coordinator	No Value	No Value
	Stage 10: Curriculum Committee	No Value	No Value

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	ELITD46BH
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000592158

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	

De Anza College

Change Report

06/08/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
B-Matrix Form	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.
B-Matrix Form	Objective 2: Develop analytical ideas and topics for essays.
B-Matrix Form	Objective 3: Compose and support thesis statements for analytical essays.
B-Matrix Form	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.
B-Matrix Form	Objective 5: Identify and practice writing for different audiences and purposes.
B-Matrix Form	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.
B-Matrix Form	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.
B-Matrix Form	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

Section	Changed field
B-Matrix Form	Objective 9: Demonstrate appropriate grammar usage and mechanics.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Comments	Stage 3: DEI
Comments	Stage 6: Content Review Matrix Liaison
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.

General Information

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• Mi Chang	• Julie Pesano • Roberts, Becky • Quinn, Roseanne • Endow, Katelyn
	Course ID (CB01A and CB01B)	ELITD046B	ELITD046B
	Course Control Number	CCC000341601	CCC000341601
	Course Title (CB02)	Major British Writers (Neo-Classical and Romantic)	Major British Writers (Neo-Classical and Romantic)
	Short Course Title	MAJOR BRITISH WRITRS:NEO	MAJOR BRITISH WRITRS:NEO
	TOP Code (CB03)	1501.00	1501.00 English
	CIP Code	English Language and Literature, General	23.0101 English Language and Literature, General
	Department	ELIT - English Literature	ELIT - English Literature
❗	**Effective Term**	Fall 2025	Fall ~~2025~~ 2027
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
❗	**Course Description**	This course explores readings and critical responses to representative works by major writers such as Pope, Behn, Swift, Johnson, Wordsworth, Coleridge, Percy and Mary Godwin Shelley, Keats, Austen, Montagu, and the Bronte sisters.	In this course, students read, discuss, and analyze works by major British writers such as Alexander Pope, Aphra Behn, Jonathan Swift, Samuel Johnson, William Wordsworth, Samuel Taylor Coleridge, Mary Shelley, Percy Bysshe Shelley, John Keats, Jane Austen, Mary Wollstonecraft, and the Brontë sisters. Students practice close reading and analytical writing, develop their own interpretations, and examine how literature reflects diverse social experiences and historical contexts. The course supports students in building skills that transfer to academic, professional, and creative work.
	Course Type (CB27)	• Lower Division	• Lower Division

Changed	Field	Current Version	Proposed Version
❗	**Mode of Delivery**	No value	• Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• English
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - ENGLISH

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is a major preparation requirement in the discipline of English for at least one CSU or UC. This course also meets a general education requirement for De Anza and Cal-GETC and belongs on the English AA Degree. This course provides students with the tools to explore the historical, philosophical, social and political issues and their impact on British literature from roughly 1660-1830.	This course is a major preparation requirement in the discipline of English for at least one CSU or UC. This course also meets a general education requirement for De Anza and Cal-GETC and belongs on the English AA Degree. This course provides students with the tools to explore the historical, philosophical, social and political issues and their impact on British literature from roughly 1660-1830.

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No	No

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	Yes - don't forget to duplicate the revisions in the honors/non-honors course	Yes - don't forget to duplicate the revisions in the honors/non-honors course

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/ noncredit course?	No	No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No	No

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	In the course outline, section D asks students to investigate the role of gender, race, religion, sexuality and other cultural influences on this literature. Specifically, students will analyze the depiction of male and female roles in the development of the literature of this period, and critique the Eurocentric world view of colonial exploration and expansion of the known world.
	Please check all areas in the COR that address DEI.	No value	• Basic Course Information - Course Description

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.

Changed	Field	Current Version	Proposed Version
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/ Challenge	☐	☐
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	
	Will the course fulfill a UC/CSU lower-division major requirement?	No	No
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	Yes	Yes

Associated Programs

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program** Cal-GETC **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Cal-GETC **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Cal-GETC (In Development) **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Cal-GETC (In Development) **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program English **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** English **Award Type** Associate in Arts (A.A.) Degree
		Associated Program English **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** English **Award Type** Associate in Arts (A.A.) Degree
		Associated Program English for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** English for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program English for Transfer (In Development) **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** English for Transfer (In Development) **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree

Changed	Field	Current Version	Proposed Version
		Associated Program Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved

Changed	Field	Current Version	Proposed Version
	GE Information	**System/ Institution** C-ID **Area(s)** • ENGL - Approved. **-** • (ELIT D046A or ELIT D46AH) & (ELIT D046B or ELIT D46BH) required for C-ID ENGL 160 • (ELIT D046B or ELIT D46BH) & (ELIT D046C or ELIT D46CH) required for C-ID ENGL 165	**System/ Institution** C-ID **Area(s)** • ENGL - Approved. **-** • (ELIT D046A or ELIT D46AH) & (ELIT D046B or ELIT D46BH) required for C-ID ENGL 160 • (ELIT D046B or ELIT D46BH) & (ELIT D046C or ELIT D46CH) required for C-ID ENGL 165
		System/ Institution Cal-GETC **Area(s)** • CA3B - Approved. **-** No value	**System/ Institution** Cal-GETC **Area(s)** • CA3B - Approved. **-** No value
		System/ Institution De Anza GE **Area(s)** • 2G3X - Approved. **-** No value	**System/ Institution** De Anza GE **Area(s)** • 2G3X - Approved. **-** No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	4	4
	Lecture Hours - Out of Class	8	8

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144
	Lecture Hours - Course In-Class (Contact) per Term	48	48
	Lecture Hours - Course Out-of-Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0

Changed	Field	Current Version	Proposed Version
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	48	48
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4	4
	Total Credit Units - Maximum Credit Units	4	4

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable

Changed	Field	Current Version	Proposed Version
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading In-class essays Quiz and examination review performed in class Homework and extended projects Guest speakers Collaborative learning and small group exercises	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading In-class essays Quiz and examination review performed in class Homework and extended projects Guest speakers Collaborative learning and small group exercises

Changed	Field	Current Version	Proposed Version
❗	**Assignments**	1. Readings by and about the major writers of this period. Readings may be assigned by author or by genre. 2. Students will write at least 2,500 words during the quarter. Of this total: 1. May be fulfilled in a midterm or project 3. Approximately 1,500 must be an analytical and/or argumentative essay about the assigned reading and must demonstrate some achievement of course goals. 4. The remaining writing requirement: 1. May also be drawn from a variety of other activities, such as reading quizzes; reader responses; reports; summaries; additional essays, long or short; imitations of authors' style. - Reading aloud of texts. - Group-centered tasks that encourage critical responses to the reading. - Written final examination	1. Readings by and about the major writers of this period. Readings may be assigned by author or by genre. 2. Students will write at least 2,500 words during the quarter. Of this total: 1. Approximately 1,500 must be an analytical and/or argumentative essay about the assigned reading and must demonstrate some achievement of course goals. 2. The remaining writing requirement: 1. May be fulfilled in a midterm or project 2. May also be drawn from a variety of other activities, such as reading quizzes; reader responses; reports; summaries; additional essays, long or short; imitations of authors' style. 3. Reading aloud of texts. 4. Group-centered tasks that encourage critical responses to the reading. 5. Written final examination

Changed	Field	Current Version	Proposed Version
❗	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation** 1. Quizzes to evaluate comprehension and mastery of assigned texts, key terms, and concepts. 2. Participation in class discussion to evaluate ability to make an argument, to think critically, and to use textual support. 3. In-class essays and examinations, that require students to summarize, integrate, and critically analyze and apply concepts examined throughout the course. 4. Formal papers to evaluate ability to analyze critically and synthesize course materials and to present an argument. 5. Preparing for and leading discussion groups to evaluate ability to analyze texts and to synthesize critical views with texts read in the class.	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation** 1. Quizzes to evaluate comprehension and mastery of assigned texts, key terms, and concepts. 2. Participation in class discussion to evaluate ability to make an argument, to think critically, and to use textual support. 3. In-class essays and examinations, that require students to summarize, integrate, and critically analyze and apply concepts examined throughout the course. 4. Formal papers to evaluate ability to analyze critically and synthesize course materials and to present an argument. 5. Preparing for and leading discussion groups to evaluate ability to analyze texts and to synthesize critical views with texts read in the class.

Changed	Field	Current Version	Proposed Version
!	**Essential Student Materials/ Essential College Facilities**	**Essential Student Materials:** • None. **Essential College Facilities:** • None.	**Essential Student Materials:** • None **Essential College Facilities:** • None
!	**Examples of Primary Texts and References**	**Title** No value **Author** Greenblatt, Stephen and M. H. Abrams. The Norton Anthology of English Literature. 10th edition. W. W. Norton, 2018. **Publisher** No value **Date/ Edition** No value **ISBN** No value **Title** No value **Author** Greer, Germaine, et. al. Kissing the Rod: An Anthology of Seventeenth Century Women's Verse. Farrar, Straus and Giroux, 1989. **Publisher** No value **Date/ Edition** No value **ISBN** No value	**Title** The Norton Anthology of English Literature. **Author** Greenblatt, Stephen and M.H. Abrams. **Publisher** W.W Norton, **Date/ Edition** 2024/11th edition **ISBN** 9781324062752 **Title** Kissing the Rod: An Anthology of 17th-Century Women's Verse. **Author** Greer, Germaine, et. al. **Publisher** Farrar, Straus, and Giroux **Date/ Edition** 1989 **ISBN** 0374521646

Changed	Field	Current Version	Proposed Version
!	**Suggested Reading List**	**Reading List** Abrams, M. H. The Mirror and The Lamp. Oxford: Oxford University Press, 1971. **May include, but are not limited to** No value **Reading List** Behrendt & Linkin (eds.). Romanticism & Women Poets: Opening the Door of Perception. Lexington: University of Kentucky Press, 1999. **May include, but are not limited to** No value **Reading List** Clark, J.C.D. Samuel Johnson: literature, religion and English cultural politics from the Restoration to Romanticism. New York: Cambridge University Press, 1994. **May include, but are not limited to** No value **Reading List** Damrosch, Leo (ed.) The Profession of Eighteenth-Century Literature: Reflections on an Institution. Madison, WI: The University of Wisconsin Press, 1992.	**Reading List** List:

Changed	Field	Current Version	Proposed Version
		May include, but are not limited to No value	**May include, but are not limited to** Historical and Cultural Background (Restoration to Romanticism) • Plumb, J. H. *England in the Eighteenth Century*. Penguin Books, 1963. (classic) • Morse, David. *The Age of Virtue: British Culture from the Restoration to Romanticism*. Palgrave Macmillan, 2000. • Speck, W. A. *Literature and Society in Eighteenth-Century England: Ideology, Politics and Culture, 1680–1820*. Routledge, 2016. Literary Theory and Critical Foundations • Abrams, M. H. *The Mirror and the Lamp*. Oxford University Press, 1971. (classic) • McGann, Jerome. *The Romantic Ideology*. University of Chicago Press, 1985. (classic) • Newlyn, Lucy. *Reading, Writing, and Romanticism: The Anxiety of Reception*. Oxford University Press, 2000. Romanticism: Contexts, Movements, and Influences • Barbeau, Jeffrey W., ed. *The Cambridge Companion to British Romanticism and Religion*. Cambridge University Press, 2021.
		Reading List Fulford & Kitson. Romanticism and Colonialism: Writing & Empire. London: Cambridge University Press, 1992.	
		May include, but are not limited to No value	
		Reading List Gill, Stephen. William Wordsworth: A Life. Oxford: Oxford University Press, 1990.	
		May include, but are not limited to No value	
		Reading List Henderson, Andrea K. Romanticism and the painful pleasures of modern life. Cambridge: Cambridge University Press, 2008.	
		May include, but are not limited to No value	

Changed	Field	Current Version	Proposed Version
		Reading List Kernan, Alvin. Printing Technology, Letters, & Samuel Johnson. Princeton: Princeton University Press, 1987. **May include, but are not limited to** No value **Reading List** Looser, Devoney. British Women Writers and the Writing of History, 1670-1820. Baltimore: Johns Hopkins University Press, 2000. **May include, but are not limited to** No value **Reading List** Maxwell, Richard and Katie Trumpener, editors. The Cambridge Companion to Fiction in the Romantic Period. New York: Cambridge University Press, 2008. **May include, but are not limited to** No value **Reading List** McGann, Jerome. The Romantic Ideology. Chicago: University of Chicago Press, 1985.	• Mortensen, Peter. *British Romanticism and Continental Influences: Writing in an Age of Europhobia*. Palgrave Macmillan, 2004. • Henderson, Andrea K. *Romanticism and the Painful Pleasures of Modern Life*. Cambridge University Press, 2008. • Fulford, Tim, and Peter J. Kitson. *Romanticism and Colonialism: Writing and Empire*. Cambridge University Press, 1998. (classic) Romanticism: Genre and Literary Forms • Maxwell, Richard, and Katie Trumpener, eds. *The Cambridge Companion to Fiction in the Romantic Period*. Cambridge University Press, 2008. Major Authors and Biographical Studies • Gill, Stephen. *William Wordsworth: A Life*. Oxford University Press, 2020. • Cox, Jeffrey N. *William Wordsworth, Second-Generation Romantic: Contesting Poetry after Waterloo*. Cambridge University Press, 2021. • Wain, John. *Samuel Johnson: A Biography*. Viking Press, 1974. (classic) Eighteenth-Century

Changed	Field	Current Version	Proposed Version
		May include, but are not limited to No value	Literature and Print Culture • Damrosch, Leo, ed. *The Profession of Eighteenth-Century Literature*. University of Wisconsin Press, 1992. (classic) • Kernan, Alvin. *Printing Technology, Letters, and Samuel Johnson*. Princeton University Press, 1987. (classic) • Clark, J. C. D. *Samuel Johnson: Literature, Religion and English Cultural Politics from the Restoration to Romanticism*. Cambridge University Press, 1994. (classic) Gender, Women Writers, and Feminist Criticism • Behrendt, Stephen C., and Harriet Kramer Linkin, eds. *Romanticism and Women Poets: Opening the Door of Perception*. University Press of Kentucky, 1999. (classic) • Looser, Devoney. *British Women Writers and the Writing of History, 1670–1820*. Johns Hopkins University Press, 2000. • Poovey, Mary. *The Proper Lady and the Woman Writer*. University of Chicago Press, 1984. (classic) Race, Empire, and Postcolonial Perspectives • Wheeler, Roxanne.
		Reading List Morse, David. The Age of Virtue: British Culture from the Restoration to Romanticism. New York: Palgrave Macmillan, 2000. **May include, but are not limited to** No value	
		Reading List Mortensen, Peter. British Romanticism and Continental Influences: Writing in an Age of Europhobia. New York: Palgrave MacMillan, 2004 **May include, but are not limited to** No value	
		Reading List Newlyn, Lucy. Reading, Writing & Romanticism: The Anxiety of Reception. London: Oxford University Press, 2000. **May include, but are not limited to** No value	

Changed	Field	Current Version	Proposed Version
		Reading List Plumb, J. H. England in the Eighteenth Century. London: Penguin Books, 1963. **May include, but are not limited to** No value	*The Complexion of Race: Categories of Difference in Eighteenth-Century British Culture*. University of Pennsylvania Press, 2000. Satire and Genre Studies (Restoration/Eighteenth Century) • Rawson, C. J. *The Character of Swift's Satire*. University of Delaware Press, 1983. (classic)
		Reading List Poovey, Mary. The Proper Lady & The Woman Writer. Chicago: University of Chicago Press, 1984. **May include, but are not limited to** No value	
		Reading List Raine, Kathleen. William Blake. Oxford: Oxford University Press, 1970. **May include, but are not limited to** No value	
		Reading List Rawson, C. J. The Character of Swift's Satire. Newark: University of Delaware Press, 1983. **May include, but are not limited to** No value	

Changed	Field	Current Version	Proposed Version
	Reading List	Speck, W.A. Literature and Society in Eighteenth Century England: Ideology, Politics and Culture, 1680-1820 (Themes in British Social History Series). New York: Addison-Wesley Publishing Company, 1998.	
	May include, but are not limited to	No value	
	Reading List	Wain, John. Samuel Johnson: A Biography. New York: Viking Press, 1974.	
	May include, but are not limited to	No value	
	Reading List	Wheeler, Roxanne. The Complexion of Race: Categories of Difference in Eighteenth-Century British Culture (New Cultural Studies). Philadelphia: University of Pennsylvania Press, 2000.	
	May include, but are not limited to	No value	

Learning Outcomes

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Evaluate, understand and interpret the major literary texts of the period of English literature extending roughly from 1660-1830. • Identify and assess the development of literary styles, forms and genres in this period. • Explore the historical, philosophical, social and political issues which impacted the literature of this period in the national culture of Great Britain. • Investigate the role of gender, race, religion, sexuality and other cultural influences on this literature. • Apply a variety of critical and theoretical approaches to evaluation of the literature and major literary figures of this period. • Develop an awareness of how this literary period has shaped global linguistic and literary English. • Demonstrate understanding of appropriate academic discourse, conventions of critical literary analysis and appropriate citation form.	• Evaluate, understand and interpret the major literary texts of the period of English literature extending roughly from 1660-1830. • Identify and assess the development of literary styles, forms and genres in this period. • Explore the historical, philosophical, social and political issues which impacted the literature of this period in the national culture of Great Britain. • Investigate the role of gender, race, religion, sexuality and other cultural influences on this literature. • Apply a variety of critical and theoretical approaches to evaluation of the literature and major literary figures of this period. • Develop an awareness of how this literary period has shaped global linguistic and literary English. • Demonstrate understanding of appropriate academic discourse, conventions of critical literary analysis and appropriate citation form.

Changed	Field	Current Version	Proposed Version
	CSLOs	**CSLOs** Acquire knowledge of the historical and cultural period, major writers, and key texts of Neo-Classical and Romantic British Literature. **Expected SLO Performance** 0.0	**CSLOs** Acquire knowledge of the historical and cultural period, major writers, and key texts of Neo-Classical and Romantic British Literature. **Expected SLO Performance** 0.0
		CSLOs Develop critical thinking skills by applying a variety of critical and theoretical criteria to the evaluation of Neo-Classical and Romantic British Literature. **Expected SLO Performance** 0.0	**CSLOs** Develop critical thinking skills by applying a variety of critical and theoretical criteria to the evaluation of Neo-Classical and Romantic British Literature. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
	Course Content	1. Evaluate, understand and interpret the major literary texts of the period of English literature extending roughly from 1660-1830. 1. Read and interpret representative works of neo-classical writers such as Dryden, Pope, Swift and Johnson. 2. Read and interpret representative works of romantic writers such as Blake, Coleridge, Wordsworth, Byron, Shelley and Keats. 3. Compare and contrast the literary and aesthetic differences between Neo-classical and Romantic writers. 4. Assess the biographical contexts of the works studied. 2. Identify and assess the development of literary styles, forms and genres in this period. 1. Recognize the major features of common genres of the period, including satire, lyric poetry, narrative poetry, drama, novel, and essay. 2. Assess the stylistic differences among practitioners of various literary forms. 3. Compare the literary schools and trends which shaped British Neoclassicism and Romanticism. 3. Explore the historical, philosophical, social and political issues which impacted the literature of this period	1. Evaluate, understand and interpret the major literary texts of the period of English literature extending roughly from 1660-1830. 1. Read and interpret representative works of neo-classical writers such as Dryden, Pope, Swift and Johnson. 2. Read and interpret representative works of romantic writers such as Blake, Coleridge, Wordsworth, Byron, Shelley and Keats. 3. Compare and contrast the literary and aesthetic differences between Neo-classical and Romantic writers. 4. Assess the biographical contexts of the works studied. 2. Identify and assess the development of literary styles, forms and genres in this period. 1. Recognize the major features of common genres of the period, including satire, lyric poetry, narrative poetry, drama, novel, and essay. 2. Assess the stylistic differences among practitioners of various literary forms. 3. Compare the literary schools and trends which shaped British Neoclassicism and Romanticism. 3. Explore the historical, philosophical, social and political issues which impacted the literature of this period

Changed	Field	Current Version	Proposed Version
		in the national culture of Great Britain. 1. Explore the influence of politics and major social events on the literature of this period 1. Explore the impact of Restoration politics on Neoclassical literature. 2. Explore the influence of European and colonial revolution on literary Romanticism. 2. Explore the influence of major philosophical movements on the literature of this period. 1. Understand the impact of Rational Philosophy on Neoclassical literature. 2. Understand the impact of Kantian philosophy on Romantic literature. 3. Explore the major historical issues which impacted the literature of this period in national culture of Great Britain. 4. Investigate the role of gender, race, religion, sexuality and other cultural influences on this literature. 1. Analyze the depiction of male and female roles in the development of the literature of this period. 2. Critique the Eurocentric world view of colonial exploration and expansion of the known world. 3. Assess the role of Anglican Protestantism and its rival faiths and factions in shaping the literary practice of this period. 5. Apply a variety of critical and theoretical approaches to evaluation of the literature and major literary figures of this period. 1. Distinguish the differences between various critical approaches, including	in the national culture of Great Britain. 1. Explore the influence of politics and major social events on the literature of this period 1. Explore the impact of Restoration politics on Neoclassical literature. 2. Explore the influence of European and colonial revolution on literary Romanticism. 2. Explore the influence of major philosophical movements on the literature of this period. 1. Understand the impact of Rational Philosophy on Neoclassical literature. 2. Understand the impact of Kantian philosophy on Romantic literature. 3. Explore the major historical issues which impacted the literature of this period in national culture of Great Britain. 4. Investigate the role of gender, race, religion, sexuality and other cultural influences on this literature. 1. Analyze the depiction of male and female roles in the development of the literature of this period. 2. Critique the Eurocentric world view of colonial exploration and expansion of the known world. 3. Assess the role of Anglican Protestantism and its rival faiths and factions in shaping the literary practice of this period. 5. Apply a variety of critical and theoretical approaches to evaluation of the literature and major literary figures of this period. 1. Distinguish the differences between various critical approaches, including

Changed	Field	Current Version	Proposed Version
		textual, historicist, reader response, structuralist, feminist and cultural criticism. 2. Study examples of criticism and rhetoric of the periods to understand what features of literary style were most valued. 6. Develop an awareness of how this literary period has shaped global linguistic and literary English. 1. Explore the development of newspapers and the origins of a mass readership. 2. Examine the rise of the novel and the beginnings of poetry's decline. 3. Appraise the emerging split between high and low culture. 7. Demonstrate understanding of appropriate academic discourse, conventions of critical literary analysis and appropriate citation form. 1. Develop and support inferences in relation to literary texts. 2. Apply rhetorical forms and strategies appropriate to academic discourse and critical literary analysis. 3. Use appropriate MLA citation form	textual, historicist, reader response, structuralist, feminist and cultural criticism. 2. Study examples of criticism and rhetoric of the periods to understand what features of literary style were most valued. 6. Develop an awareness of how this literary period has shaped global linguistic and literary English. 1. Explore the development of newspapers and the origins of a mass readership. 2. Examine the rise of the novel and the beginnings of poetry's decline. 3. Appraise the emerging split between high and low culture. 7. Demonstrate understanding of appropriate academic discourse, conventions of critical literary analysis and appropriate citation form. 1. Develop and support inferences in relation to literary texts. 2. Apply rhetorical forms and strategies appropriate to academic discourse and critical literary analysis. 3. Use appropriate MLA citation form
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	Eligibility for college-level composition (ENGL C1000 or ENGL C1000H or ESL D005.) as determined by college assessment or other appropriate methods.	Eligibility for college-level composition (ENGL C1000 or ENGL C1000H or ESL D005.) as determined by college assessment or other appropriate methods.
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Not open to students with credit in the Honors Program related course.)	(Not open to students with credit in the Honors Program related course.)
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	(Eligibility for college-level composition as determined by college assessment or other appropriate methods.)	(Eligibility for college-level composition as determined by college assessment or other appropriate methods.)
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
❗	**Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.**	No Value	Students analyze Neoclassical and Romantic literary texts within their historical, philosophical, and cultural contexts, including political, social, and religious influences. Students interpret complex texts and evaluate how meaning is shaped by genre, form, and context (Outline A; Outline B; Outline C; Methods of Evaluation A; Methods of Evaluation B; Methods of Evaluation C).

Changed	Questions	Current Version	Proposed Version
❗	**Objective 2: Develop analytical ideas and topics for essays.**	No Value	Students generate analytical and interpretive ideas in response to assigned readings and class discussions, including exploration of literary movements, historical contexts, and cultural influences. Students develop focused topics for analytical writing based on course texts and critical approaches (Outline A; Outline C; Outline D; Assignments A; Assignments D; Methods of Evaluation B).
❗	**Objective 3: Compose and support thesis statements for analytical essays.**	No Value	Students produce analytical essays and written responses that present clear, focused claims supported by textual evidence and critical reasoning. Written work demonstrates the ability to interpret literary texts and develop sustained analysis (Assignments B.1; Assignments B.2; Methods of Evaluation C; Methods of Evaluation D).
❗	**Objective 4: Develop clear sequential relationship between central argument/ controlling idea and supporting ideas in writing.**	No Value	Students organize analytical writing to demonstrate logical development of ideas, including the integration of textual evidence and coherent argumentation. Students produce structured written work that reflects appropriate academic discourse (Assignments B.1; Methods of Evaluation C; Methods of Evaluation D).
❗	**Objective 5: Identify and practice writing for different audiences and purposes.**	No Value	Students engage in a variety of writing tasks, including analytical essays, reader responses, examinations, and other written assignments that address different purposes and audiences. Students adapt their writing to meet the expectations of academic literary analysis (Assignments B.2; Methods of Evaluation A; Methods of Evaluation C; Methods of Evaluation D).
❗	**Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.**	No Value	Students apply multiple critical and theoretical approaches, including textual, historicist, reader response, feminist, and cultural criticism, to analyze literary texts. Students use appropriate rhetorical strategies to develop and support analytical interpretations (Outline E; Methods of Evaluation B; Methods of Evaluation D).

Changed	Questions	Current Version	Proposed Version
❗	**Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.**	No Value	Students engage in drafting and revision of analytical writing through essays, examinations, and other written work. Coursework emphasizes the development of ideas over time through practice and feedback (Assignments B; Methods of Instruction: Homework and extended projects; Methods of Evaluation C; Methods of Evaluation D).
❗	**Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.**	No Value	Students complete a sequence of writing assignments totaling at least 2,500 words, including analytical and argumentative essays and other written work that increases in complexity and depth of analysis over the course of the term (Assignments B; Methods of Evaluation C; Methods of Evaluation D).
❗	**Objective 9: Demonstrate appropriate grammar usage and mechanics.**	No Value	Students produce written work that demonstrates control of grammar, syntax, and clarity appropriate to college-level analytical writing. Written assignments, including essays and examinations, reflect standard academic conventions (Assignments B.1; Methods of Evaluation C; Methods of Evaluation D).

C-Matrix Form

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 5: Explore the characteristics	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	and properties of real numbers.		
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/ Licensing/ Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	A. Evaluate, understand and interpret the major literary texts of the period of English literature extending roughly from 1660-1830. B. Identify and assess the development of literary styles, forms and genres in this period. C. Explore the historical, philosophical, social and political issues which impacted the literature of this period in the national culture of Great Britain. E. Apply a variety of critical and theoretical approaches to evaluation of the literature and major literary figures of this period.
❗	**Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	C. Reading aloud of texts. Assignments B. Students will write at least 2,500 words during the quarter. Of this total: 1. Approximately 1,500 must be an analytical and/or argumentative essay about the assigned reading and must demonstrate some achievement of course goals. D. Group-centered tasks that encourage critical responses to the reading. Methods of Evaluation E. Preparing for and leading discussion groups to evaluate ability to analyze texts and to synthesize critical views with texts read in the class. D. Formal papers to evaluate ability to analyze critically and synthesize course materials and to present an argument.

Changed	Questions	Current Version	Proposed Version
!	**Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of**	No Value	E. Apply a variety of critical and theoretical approaches to evaluation of the literature and major literary figures of this period. 1. Distinguish the differences between various critical approaches, including textual, historicist, reader response, structuralist, feminist and

Changed	Questions	Current Version	Proposed Version
	Evaluation areas, cite, copy and paste the area referenced.)		cultural criticism. Methods of Evaluation C. In-class essays and examinations, that require students to summarize, integrate, and critically analyze and apply concepts examined throughout the course. D. Formal papers to evaluate ability to analyze critically and synthesize course materials and to present an argument.
!	**Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	D. Investigate the role of gender, race, religion, sexuality and other cultural influences on this literature. 1. Analyze the depiction of male and female roles in the development of the literature of this period. 2. Critique the Eurocentric world view of colonial exploration and expansion of the known world. 3. Assess the role of Anglican Protestantism and its rival faiths and factions in shaping the literary practice of this period.
!	**Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	C. Explore the historical, philosophical, social and political issues which impacted the literature of this period in the national culture of Great Britain. 1a. Explore the impact of Restoration politics on Neoclassical literature. 1b. Explore the influence of European and colonial revolution on literary Romanticism. 3. Explore the major historical issues which impacted the literature of this period in national culture of Great Britain. F. Develop an awareness of how this literary period has shaped global linguistic and literary English.

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Assignments D. Group-centered tasks that encourage critical responses to the reading. F.2. Teach a 15-20 minute lesson to the class on a figure, text, movement or cultural issue that pertains to the course period or topic, accompanied by a detailed written lesson plan.

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value
	Stage 7: Content Review Matrix Liaison	No Value	No Value
	Stage 8: Dean of Online Learning	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	ELIT 046B	ELIT 046B
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA
	Cross-Listed/ Related Course Information	NA	NA
	Cross-Listed/ Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/ YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/ YYYY)	No Value	No Value
	Curriculum Office Notes	• Tech. change to prerequisite statement; see memo appr. 6/18/19 (effect. F20).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc	• Tech. change to prerequisite statement; see memo appr. 6/18/19 (effect. F20).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value

Changed	Questions	Current Version	Proposed Version					
❗	**Stage 3: DEI**	No Value						
			Date	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			04/06/2026	Basic Course Information	Course Description	Suggested	Consider minor revisions to use welcoming, student-centered language and minimize the use of impersonal, course-centered language, and to describe the knowledge, skills, and abilities students will gain upon the completion of the course	Y

Changed	Questions	Current Version	Proposed Version				
						Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse	
			04/06/2026	Specifications	Examples of Primary Texts and References	Suggested	authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.	Y

Changed	Questions	Current Version	Proposed Version		
					Thanks for this list of assignments! Do assignments do one or more of the following: (1) Provides choices in how students demonstrate proficiency; (2) Encourages students to connect course content to their own life, background, and experiences; (3) provides students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider noting this for the relevant assignment. If not appropriate, let me know in the Initiator response box.
			04/06/2026	SpecificationsAssignmentsSuggested	NA

Changed	Questions	Current Version	Proposed Version				
			04/06/2026	Specifications	Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide examples of strong and/ or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If not appropriate, let me know in the initiator response box.	NA
	Stage 4: Articulation Officer	No Value	No Value					
	Stage 5: De Anza General Education	No Value	No Value					

Changed	Questions	Current Version	Proposed Version					
❗	**Stage 6: Content Review Matrix Liaison**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			4/22/46	Req/ Adv	Prequisite(s)	Required	Please Clarify. If students need only be eligible for ENGL C1000 then you should complete Matrix B. You should only complete Matrix A if students need to have taken ENGL C1000 prior to or concurrently with taking this course.	Y - Correction. Matrix A deleted and Matrix B now completed.
	Stage 7: Dean of Online Learning	No Value	No Value					
	Stage 8: SLO Coordinator	No Value	No Value					
	Stage 10: Curriculum Committee	No Value	No Value					

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	ELITD046B
	Distance Education Approved	No
	Board of Trustees Approval Date	

Changed	Field	Current Version
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000341601

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	

De Anza College

Change Report

06/08/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes	CSLOs
B-Matrix Form	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.
B-Matrix Form	Objective 2: Develop analytical ideas and topics for essays.
B-Matrix Form	Objective 3: Compose and support thesis statements for analytical essays.
B-Matrix Form	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

Section	Changed field
B-Matrix Form	Objective 5: Identify and practice writing for different audiences and purposes.
B-Matrix Form	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.
B-Matrix Form	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.
B-Matrix Form	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.
B-Matrix Form	Objective 9: Demonstrate appropriate grammar usage and mechanics.
H-Matrix Form	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Section	Changed field
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Comments	Stage 3: DEI
Comments	Stage 6: Content Review Matrix Liaison
DEI Review	Please check all areas in the COR that address DEI.
DEI Review	Please summarize the ways in which your course includes DEI.

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• Mi Chang	• Lydia Hearn
	Course ID (CB01A and CB01B)	ELITD46CH	ELITD46CH
	Course Control Number	CCC000592159	CCC000592159

Changed	Field	Current Version	Proposed Version
	Course Title (CB02)	Major British Writers (Victorian and Modern) - HONORS	Major British Writers (Victorian and Modern) - HONORS
	Short Course Title	MAJOR BRIT WRTRS(VIC/MOD)-HON	MAJOR BRIT WRTRS(VIC/MOD)-HON
	TOP Code (CB03)	1501.00	1501.00 English
	CIP Code	English Language and Literature, General	23.0101 English Language and Literature, General
	Department	ELIT - English Literature	ELIT - English Literature
!	**Effective Term**	Fall 2025	Fall ~~2025~~ 2027
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
!	**Course Description**	This course will examine readings and critical responses to representative works by major writers such as the Brontes, Tennyson, Barrett Browning, Browning, Dickens, Arnold, Hopkins, Wilde, Lawrence, Hardy, Yeats, Conrad, Joyce, Eliot, Beckett, Woolf, and Auden. Students will be expected to complete extra assignments to gain a deeper insight into English Literature.	This course will examine readings and critical responses to representative works by major writers such as the Brontes, Tennyson, Barrett Browning, Browning, Dickens, the Rosettis, Eliot (George) Arnold, Hopkins, Wilde, Lawrence, Hardy, Yeats, Conrad, Joyce, Eliot (T.S.), Beckett, Woolf, and Auden. Students will be expected to complete extra assignments to gain a deeper insight into English Literature. This course is the honors version and as a result, includes more advanced assignments and assessments.
	Course Type (CB27)	• Lower Division	• Lower Division
!	**Mode of Delivery**	No value	• Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	**Discipline 1**	No value	• English
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	**FSA**	No value	• FHDA FSA - ENGLISH

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is a major preparation requirement in the discipline of English for at least one CSU or UC. This course also meets a general education requirement for De Anza and Cal-GETC. This course is UC and CSU transferable. This course belongs on the English AA Degree. This course provides students with the tools to explore the historical, philosophical, social and political issues and their impact on British literature from roughly 1830 to the present. This course is the honors version and as a result, includes more advanced assignments and assessments.	This course is a major preparation requirement in the discipline of English for at least one CSU or UC. This course also meets a general education requirement for De Anza and Cal-GETC. This course is UC and CSU transferable. This course belongs on the English AA Degree. This course provides students with the tools to explore the historical, philosophical, social and political issues and their impact on British literature from roughly 1830 to the present. This course is the honors version and as a result, includes more advanced assignments and assessments.

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No	No

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	Yes - don't forget to duplicate the revisions in the honors/non-honors course	Yes - don't forget to duplicate the revisions in the honors/non-honors course

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/ noncredit course?	No	No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No	No

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No

DEI Review

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
❗	**Please check all areas in the COR that address DEI.**	No value	• Specifications - Assignments • Specifications - Examples of Primary Texts and References • Specifications - Methods of Instruction • Specifications - Methods of Evaluation • Outline - Course Outline
	Please summarize the ways in which your course includes DEI.	No value	The course integrates Diversity, Equity, and Inclusion (DEI) principles through its content, instruction, and assessment methods. The textbook has been expanded to highlight a broader range of marginalized voices, including writers from and about India and Africa, as well as female and queer authors. Classroom discussions and readings actively examine the lasting impacts of colonialism and the oppression of people from regions colonized by the British Empire, promoting critical awareness of global inequities. Additionally, the course design supports varied learning styles by offering diverse assignments and assessment options beyond traditional written work. Through collaborative learning activities and inclusive pedagogical approaches, the course ensures that all students can engage meaningfully with the material and contribute from their unique perspectives.

More Options

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/ Challenge	☐	☐
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	

Changed	Field	Current Version	Proposed Version
	Will the course fulfill a UC/CSU lower-division major requirement?	No	No
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	Yes	Yes

Associated Programs

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program** Cal-GETC **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Cal-GETC **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Cal-GETC (In Development) **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Cal-GETC (In Development) **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program English **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** English **Award Type** Associate in Arts (A.A.) Degree
		Associated Program English **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** English **Award Type** Associate in Arts (A.A.) Degree
		Associated Program English for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** English for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program English for Transfer (In Development)	**Associated Program** English for Transfer (In Development)

Changed	Field	Current Version	Proposed Version
		Award Type Associate in Arts for Transfer (A.A.-T.) Degree	**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved

Changed	Field	Current Version	Proposed Version
	GE Information	**System/ Institution** C-ID **Area(s)** • ENGL - Approved. **-** (ELIT D046B or ELIT D46BH) & (ELIT D046C or ELIT D46CH) required for C-ID ENGL 165 **System/ Institution** Cal-GETC **Area(s)** • CA3B - Approved. **-** No value **System/ Institution** De Anza GE **Area(s)** • 2G3X - Approved. **-** No value	**System/ Institution** C-ID **Area(s)** • ENGL - Approved. **-** (ELIT D046B or ELIT D46BH) & (ELIT D046C or ELIT D46CH) required for C-ID ENGL 165 **System/ Institution** Cal-GETC **Area(s)** • CA3B - Approved. **-** No value **System/ Institution** De Anza GE **Area(s)** • 2G3X - Approved. **-** No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	4	4

Changed	Field	Current Version	Proposed Version
	Lecture Hours - Out of Class	8	8
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144
	Lecture Hours - Course In-Class (Contact) per Term	48	48

Changed	Field	Current Version	Proposed Version
	Lecture Hours - Course Out-of-Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	48	48
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4	4

Changed	Field	Current Version	Proposed Version
	Total Credit Units - Maximum Credit Units	4	4

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading In-class essays Quiz and examination review performed in class Homework and extended projects Guest speakers Collaborative learning and small group exercises	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading In-class essays Quiz and examination review performed in class Homework and extended projects Guest speakers Collaborative learning and small group exercises

Changed	Field	Current Version	Proposed Version
	Assignments	1. Readings by and about the major writers of this period. Readings may be assigned by author or by genre. 2. Students will write at least 2,500 words during the quarter. Of this total: 1. Approximately 1,500 must be an analytical and/or argumentative	1. Readings by and about the major writers of this period. Readings may be assigned by author or by genre. 2. Students will write at least 2,500 words during the quarter. Of this total: 1. Approximately 1,500 must be an analytical and/or argumentative

Changed	Field	Current Version	Proposed Version
		essay about the assigned reading and must demonstrate some achievement of course goals. 2. The remaining writing requirement: 1. May be fulfilled in a midterm or final exam project 2. May also be drawn from a variety of other activities such as reading quizzes; reader responses; reports; summaries; additional essays, long or short; imitations of authors' style. 3. Reading aloud of texts. 4. Group-centered tasks that encourage critical responses to the reading. 5. Written final examination. 6. The Honors project assignment should include one of the following: 1. Annotated Bibliography of 7-10 primary and critical texts related to the course period or topic, beyond those included in the primary course's assigned texts. 2. Additional critical analytical writing of 750-1000 words. 3. Teach a 15-20 minute lesson to the class on a figure, text, movement, or cultural issue that pertains to the course period or topic,	essay about the assigned reading and must demonstrate some achievement of course goals. 2. The remaining writing requirement: 1. May be fulfilled in a midterm or final exam project 2. May also be drawn from a variety of other activities such as reading quizzes; reader responses; reports; summaries; additional essays, long or short; imitations of authors' style. 3. Reading aloud of texts. 4. Group-centered tasks that encourage critical responses to the reading. 5. Written final examination. 6. The Honors project assignment should include one of the following: 1. Annotated Bibliography of 7-10 primary and critical texts related to the course period or topic, beyond those included in the primary course's assigned texts. 2. Additional critical analytical writing of 750-1000 words. 3. Teach a 15-20 minute lesson to the class on a figure, text, movement, or cultural issue that pertains to the course period or topic,

Changed	Field	Current Version	Proposed Version
		accompanied by a detailed written lesson plan.	accompanied by a detailed written lesson plan.

Changed	Field	Current Version	Proposed Version
❗	**Methods of Evaluation**	**Methods of Evaluation**	**Methods of Evaluation** Methods of Evaluation

Changed	Field	Current Version	Proposed Version
	Methods of Evaluation	1. Students will be evaluated primarily on the basis of critical papers that demonstrate through clear, logical, and precise prose, their understanding of a literary work's artistic synthesis of content and technique, as well as its relationship to historical context. 2. Students will be evaluated based on class and group participation in the form of individual or small group presentations, to be evaluated based on accuracy of content, timeliness (meeting deadlines), division of labor (if group), and optionally, interactivity with the class. 3. Students will also be	**Methods of Evaluation** 1. Students will be evaluated primarily on the basis of critical papers that demonstrate through clear, logical, and precise prose, their understanding of a literary work's artistic synthesis of content and technique, as well as its relationship to historical context. 2. Students will be evaluated based on class and group participation in the form of individual or small group presentations, to be evaluated based on accuracy of content, timeliness (meeting deadlines), division of labor (if group), and optionally, interactivity with the class. 3. Students will also be

Changed	Field	Current Version	Proposed Version
		evaluated based on their performance on a written final examination. 4. Students will be evaluated on quizzes on reading, to be evaluated by accuracy of understanding of the content (plot, character, setting, theme) of the reading. 5. The Honors project assignment would be evaluated for depth of analysis, critical thinking skills, and a comprehensive discussion of the research topic.	evaluated based on their performance on a written final examination. 4. Students will be evaluated on quizzes on reading, to be evaluated by accuracy of understanding of the content (plot, character, setting, theme) of the reading. 5. The Honors project assignment would be evaluated for depth of analysis, critical thinking skills, and a comprehensive discussion of the research topic.
!	**Essential Student Materials/ Essential College Facilities**	**Essential Student Materials:** • None. **Essential College Facilities:** • None.	**Essential Student Materials:** • None **Essential College Facilities:** • None

Changed	Field	Current Version	Proposed Version
!	**Examples of Primary Texts and References**	**Title** No value **Author** Greenblatt, Stephen. The Norton Anthology of English Literature, 10th edition. New York: Norton, 2018. **Publisher** No value **Date/ Edition** No value **ISBN** No value **Title** No value **Author** Selected individual texts by representative authors. **Publisher** No value **Date/ Edition** No value **ISBN** No value	**Title** British Literature II: Romantic Era to the Twentieth Century and Beyond **Author** Robinson, Bonnie J. **Publisher** University of North Georgia Press (oer.galileo.usg.edu/ english-textbooks/16/) **Date/ Edition** 2018 **ISBN** No value **Title** The Norton Anthology of English Literature, vol. D, E, & F 11th edition. **Author** Greenblatt, Stephen **Publisher** Norton **Date/ Edition** 2024 **ISBN** 9781324072812

Changed	Field	Current Version	Proposed Version
!	**Suggested Reading List**	**Reading List** Altick, R.D. Victorian People and Ideas. London: W.W. Norton & Company, 1974. **May include, but are not limited to** No value **Reading List** Claybaugh, Amanda. The Novel of Purpose: Literature and Social Reform in the Anglo-American World. Ithaca, NY: Cornell UP, 2007. **May include, but are not limited to** No value **Reading List** de Botton, Alain. Status Anxiety. New York: Vintage International, 2005. **May include, but are not limited to** No value **Reading List** Dickerson, Vanessa D. Dark Victorians. Urbana, IL: U of Illinois P, 2008.	**Reading List** List:

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		May include, but are not limited to No value	**May include, but are not limited to** Novels: • Bronte, Emily. Wuthering Heights. • Conrad, Joseph. Heart of Darkness. • Dickens, Charles. Great Expectations. • Dickens, Charles. Hard Times. • Eliot, George. The Mill on the Floss. • Hardy, Thomas. Jude the Obscure. • Hardy, Thomas. Tess of the d'Urbervilles. • Joyce, James. The Dubliners. • Joyce, James. A Portrait of the Artist as a Young Man. • Lawrence, D.H. Sons and Lovers • Wilde, Oscar. The Picture of Dorian Gray. • Woolf, Virginia. To the Lighthouse. • Woolf, Virginia. Mrs. Dalloway. Plays: • Beckett, Samuel. Waiting for Godot. • Beckett, Samuel. Endgame.
		Reading List Ellis, Steve. Virginia Woolf and the Victorians. Cambridge: Cambridge UP, 2007.	
		May include, but are not limited to No value	
		Reading List Ellmann, Richard. Yeats: The Man and the Masks. London: W. W. Norton, 2000.	
		May include, but are not limited to No value	
		Reading List Gay, Peter. The Bourgeois Experience: Victoria to Freud. New York: Oxford University Press, 1984.	
		May include, but are not limited to No value	

Changed	Field	Current Version	Proposed Version
		Reading List Gilbert, Sandra and Gubar, Susan. The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination. London: Yale University Press, 1984. **May include, but are not limited to** No value **Reading List** Gordon, Lyndall. T.S. Eliot: An Imperfect Life. London: W. W. Norton, 1999. **May include, but are not limited to** No value **Reading List** Huyssean, Andreas. After the Great Divide: Modernism, Mass Culture, Postmodernism (Theories of Representation and Difference). Bloomington, IN: Indiana UP, 1986.	• Wilde, Oscar. The Importance of Being Earnest Literary Criticism: • Altick, R.D. Victorian People and Ideas. London: W.W. Norton & Company, 1974. • Claybaugh, Amanda. The Novel of Purpose: Literature and Social Reform in the Anglo-American World. Ithaca, NY: Cornell UP, 2007. • de Botton, Alain. Status Anxiety. New York: Vintage International, 2005. • Dickerson, Vanessa D. Dark Victorians. Urbana, IL: U of Illinois P, 2008. • Ellis, Steve. Virginia Woolf and the Victorians. Cambridge: Cambridge UP, 2007. • Ellmann, Richard. Yeats: The Man and the Masks. London: W. W. Norton, 2000. • Gallagher,

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		May include, but are not limited to No value	Catherine. The Body Economic: Life, Death, and Sensation in Political Economy and the Victorian Novel. Princeton University Press, 2006. • Gay, Peter. The Bourgeois Experience: Victoria to Freud. New York: Oxford University Press, 1984. • Gilbert, Sandra and Gubar, Susan. The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination. London: Yale University Press, 1984. • Gordon, Lyndall. T.S. Eliot: An Imperfect Life. London: W. W. Norton, 1999. • Huyssean, Andreas. After the Great Divide: Modernism, Mass Culture, Postmodernism (Theories of Representation and Difference). Bloomington, IN: Indiana UP, 1986. • Kaplan, Cora.
		Reading List Kaplan, Cora. Victoriana: Histories, Fictions, Criticism. New York, NY: Columbia UP, 2007.	
		May include, but are not limited to No value	
		Reading List Lentricchia, Frank, and McLaughlin, Thomas, Editors. Critical Terms for Literary Study. Chicago: University of Chicago Press, 1990.	
		May include, but are not limited to No value	
		Reading List Miller, D.A. The Novel and the Police. Berkeley: University of California Press, 1988.	

Changed	Field	Current Version	Proposed Version
		May include, but are not limited to No value	Victoriana: Histories, Fictions, Criticism. New York, NY: Columbia UP, 2007. • Miller, D.A. The Novel and the Police. Berkeley: University of California Press, 1988. • Poovey, Mary. Making a Social Body: British Cultural Formation, 1830-1864. Chicago: U Chicago P, 1995. • Said, Edward. Orientalism. New York: Vintage Books, 1978. • Showalter, Elaine. The Female Malady: Women, Madness and English Culture, 1830-1980. London: Virago Press, 1987.
		Reading List Poovey, Mary. Making a Social Body: British Cultural Formation, 1830-1864. Chicago: U Chicago P, 1995.	
		May include, but are not limited to No value	
		Reading List Said, Edward. Orientalism. New York: Vintage Books, 1978.	
		May include, but are not limited to No value	
		Reading List Showalter, Elaine. The Female Malady: Women, Madness and English Culture, 1830-1980. London: Virago Press, 1987.	

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	May include, but are not limited to	No value	

Learning Outcomes

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Evaluate, understand and interpret the major literary texts of the period of English literature extending roughly from 1830 to the present. • Identify and analyze the development of literary styles, forms and genres in this period. • Identify and analyze the historical, philosophical, social and political issues which impacted the literature of this period in the national culture of Great Britain. • Investigate the role of gender, race, religion, sexuality and other cultural influences on this literature. • Apply a variety of critical and theoretical approaches to evaluation of the literature and major literary figures of this period. • Develop an awareness of how this literary period has shaped global linguistic and literary English. • Demonstrate understanding of appropriate academic discourse, conventions of critical literary analysis and appropriate citation form. • Produce analytical and challenging work in the Honors assignment.	• Evaluate, understand and interpret the major literary texts of the period of English literature extending roughly from 1830 to the present. • Identify and analyze the development of literary styles, forms and genres in this period. • Identify and analyze the historical, philosophical, social and political issues which impacted the literature of this period in the national culture of Great Britain. • Investigate the role of gender, race, religion, sexuality and other cultural influences on this literature. • Apply a variety of critical and theoretical approaches to evaluation of the literature and major literary figures of this period. • Develop an awareness of how this literary period has shaped global linguistic and literary English. • Demonstrate understanding of appropriate academic discourse, conventions of critical literary analysis and appropriate citation form. • Produce analytical and challenging work in the Honors assignment.

Changed	Field	Current Version	Proposed Version
❗	CSLOs	**CSLOs** Understanding of the prevailing economic, philosophical and ideological views of British culture during this period. **Expected SLO Performance** 0.0 **CSLOs** Develop direct textual analysis skills and apply to understanding the social and psychological pressures and desires during this period. **Expected SLO Performance** 0.0	**CSLOs** Demonstrate an understanding of the prevailing economic, philosophical and ideological views of British culture during this period. **Expected SLO Performance** 0.0 **CSLOs** Demonstrate direct textual analysis skills and the ability to apply to understanding the social and psychological pressures and desires during this period. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
	Course Content	1. Evaluate, understand and interpret the major literary texts of the period of English literature extending roughly from 1830 to the present. 1. Read and interpret representative works of Victorian writers such as Tennyson, the Brownings, Arnold, Bronte, Dickens, Wilde and Hardy. 2. Read and interpret representative works of Modernism from Anglophone writers such as Yeats, Joyce, Conrad, Eliot, Woolf, Beckett, Rhys and Achebe. 3. Compare and contrast the literary and aesthetic differences between Victorian and Modern writers. 4. Assess the biographical contexts of the works studied. 2. Identify and analyze the development of literary styles, forms and genres in this period. 1. Recognize the major features of common genres of the period, including narrative poetry, lyric poetry, the dramatic monologue, fiction and drama. 2. Assess the stylistic differences among practitioners of various literary forms. 3. Assess the aesthetic and cultural trends	1. Evaluate, understand and interpret the major literary texts of the period of English literature extending roughly from 1830 to the present. 1. Read and interpret representative works of Victorian writers such as Tennyson, the Brownings, Arnold, Bronte, Dickens, Wilde and Hardy. 2. Read and interpret representative works of Modernism from Anglophone writers such as Yeats, Joyce, Conrad, Eliot, Woolf, Beckett, Rhys and Achebe. 3. Compare and contrast the literary and aesthetic differences between Victorian and Modern writers. 4. Assess the biographical contexts of the works studied. 2. Identify and analyze the development of literary styles, forms and genres in this period. 1. Recognize the major features of common genres of the period, including narrative poetry, lyric poetry, the dramatic monologue, fiction and drama. 2. Assess the stylistic differences among practitioners of various literary forms. 3. Assess the aesthetic and cultural trends

Changed	Field	Current Version	Proposed Version
		which shaped the Victorian and Modern	which shaped the Victorian and Modern

Changed	Field	Current Version	Proposed Version
		periods. 3. Identify and analyze the historical, philosophical, social and political issues which impacted the literature of this period in the national culture of Great Britain. 1. Explore the influence of politics and major social events on the literature of this period 1. Assess the socio-political impact of the Industrial Revolution and the influence of Darwinism on Victorian literature, in particular the rising middle class and increasing spiritual anxiety. 2. Explore the legacy of colonialism, particularly in the works of Conrad, Joyce, Rhys, and Achebe. 3. Analyze the impact of war and technological advancement on Modern literature, in particular the advent of nuclear warfare. 2. Explore the influence of major philosophical movements on the	periods. 3. Identify and analyze the historical, philosophical, social and political issues which impacted the literature of this period in the national culture of Great Britain. 1. Explore the influence of politics and major social events on the literature of this period 1. Assess the socio-political impact of the Industrial Revolution and the influence of Darwinism on Victorian literature, in particular the rising middle class and increasing spiritual anxiety. 2. Explore the legacy of colonialism, particularly in the works of Conrad, Joyce, Rhys, and Achebe. 3. Analyze the impact of war and technological advancement on Modern literature, in particular the advent of nuclear warfare. 2. Explore the influence of major philosophical movements on the

Changed	Field	Current Version	Proposed Version
		literature of this period. Understand the impact of such thinkers as Freud, Marx, Engels, Mill, and Nietzsche on literature of this period, in particular Freud's theory of the subconscious; socialism; and existentialism. 3. Explore the major historical issues which impacted the literature of this period in the national culture of Great Britain. 4. Investigate the role of gender, race, religion, sexuality and other cultural influences on this literature. 1. Analyze the depiction of male and female roles in the development of the literature of this period, particularly in the English novel. 2. Critique the Anglocentric world view as it emerges within the context of colonial exploration and expansion of the known world. 3. Explore the rise of atheism. 5. Apply a variety of critical and theoretical approaches to evaluation of the literature and major literary figures of this period. 1. Distinguish the differences between various critical approaches, including	literature of this period. Understand the impact of such thinkers as Freud, Marx, Engels, Mill, and Nietzsche on literature of this period, in particular Freud's theory of the subconscious; socialism; and existentialism. 3. Explore the major historical issues which impacted the literature of this period in the national culture of Great Britain. 4. Investigate the role of gender, race, religion, sexuality and other cultural influences on this literature. 1. Analyze the depiction of male and female roles in the development of the literature of this period, particularly in the English novel. 2. Critique the Anglocentric world view as it emerges within the context of colonial exploration and expansion of the known world. 3. Explore the rise of atheism. 5. Apply a variety of critical and theoretical approaches to evaluation of the literature and major literary figures of this period. 1. Distinguish the differences between various critical approaches, including

Changed	Field	Current Version	Proposed Version
		textual, historicist, reader response, structuralist, feminist and cultural criticism. 2. Study examples of criticism and rhetoric of the periods to understand what features of literary style were most valued. 6. Develop an awareness of how this literary period has shaped global linguistic and literary English. 1. Explore the role of newspapers, periodicals and the serial novel in fostering a mass readership. 2. Appraise the growing divide between high and low culture. 7. Demonstrate understanding of appropriate academic discourse, conventions of critical literary analysis and appropriate citation form. 1. Develop and support inferences in relation to literary texts. 2. Apply rhetorical forms and strategies appropriate to academic discourse and critical literary analysis. 3. Use appropriate MLA citation form. 8. Produce analytical and challenging work in the Honors assignment. 1. Evaluate critically secondary texts. 2. Demonstrate in-depth comprehension of	textual, historicist, reader response, structuralist, feminist and cultural criticism. 2. Study examples of criticism and rhetoric of the periods to understand what features of literary style were most valued. 6. Develop an awareness of how this literary period has shaped global linguistic and literary English. 1. Explore the role of newspapers, periodicals and the serial novel in fostering a mass readership. 2. Appraise the growing divide between high and low culture. 7. Demonstrate understanding of appropriate academic discourse, conventions of critical literary analysis and appropriate citation form. 1. Develop and support inferences in relation to literary texts. 2. Apply rhetorical forms and strategies appropriate to academic discourse and critical literary analysis. 3. Use appropriate MLA citation form. 8. Produce analytical and challenging work in the Honors assignment. 1. Evaluate critically secondary texts. 2. Demonstrate in-depth comprehension of

Changed	Field	Current Version	Proposed Version
		course content.	course content.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	Eligibility for college-level composition (ENGL C1000 or ENGL C1000H or ESL D005.) as determined by college assessment or other appropriate methods.	Eligibility for college-level composition (ENGL C1000 or ENGL C1000H or ESL D005.) as determined by college assessment or other appropriate methods.
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Limitation(s) on Enrollment:	(Not open to students with credit in the non-Honors related course.) (Admission into this course requires consent of the Honors Program Coordinator.)	(Not open to students with credit in the non-Honors related course.) (Admission into this course requires consent of the Honors Program Coordinator.)
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	(Eligibility for college-level composition as determined by college assessment or other appropriate methods.)	(Eligibility for college-level composition as determined by college assessment or other appropriate methods.)
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
!	**Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.**	No Value	Assignments A -- Readings by and about the major writers of this period. Readings may be assigned by author or by genre. Assignments B.1 -- Approximately 1,500 must be an analytical and/or argumentative essay about the assigned reading and must demonstrate some achievement of course goals. Assignments B.2a -- May be fulfilled in a midterm or final exam project Assignments B.2b -- May also be drawn from a variety of other activities such as reading quizzes; reader responses; reports; summaries; additional essays, long or short; imitations of authors' style. Methods of Evaluation A -- Students will be evaluated primarily on the basis of critical papers that demonstrate through clear, logical, and precise prose, their understanding of a literary work's artistic synthesis of content and technique, as well as its relationship to historical context. Methods of Evaluation C -- Students will also be evaluated based on their performance on a written final examination. Outline A.1-4 -- Evaluate, understand and interpret the major literary texts of the period of English literature extending roughly from 1830 to the present. Outline B.1-3 -- Identify and analyze the development of literary styles, forms and genres in this period Outline C.1-3 -- Identify and analyze the historical, philosophical, social and political issues which impacted the literature of this period in the national culture of Great Britain. Outline D.1-3 -- Investigate the role of gender, race, religion, sexuality and other cultural

Changed	Questions	Current Version	Proposed Version
			influences on this literature. Outline E.1-2 -- Apply a variety of critical and theoretical approaches to evaluation of the literature and major literary figures of this period.

Changed	Questions	Current Version	Proposed Version
!	**Objective 2: Develop analytical ideas and topics for essays.**	No Value	Assignments A -- Readings by and about the major writers of this period. Readings may be assigned by author or by genre. Assignments B.1 -- Approximately 1,500 must be an analytical and/or argumentative essay about the assigned reading and must demonstrate some achievement of course goals. Assignments B.2a -- May be fulfilled in a midterm or final exam project Assignments B.2b -- May also be drawn from a variety of other activities such as reading quizzes; reader responses; reports; summaries; additional essays, long or short; imitations of authors' style. Methods of Evaluation A -- Students will be evaluated primarily on the basis of critical papers that demonstrate through clear, logical, and precise prose, their understanding of a literary work's artistic synthesis of content and technique, as well as its relationship to historical context. Methods of Evaluation C -- Students will also be evaluated based on their performance on a written final examination. Outline A.1-4 -- Evaluate, understand and interpret the major literary texts of the period of English literature extending roughly from 1830 to the present. Outline B.1-3 -- Identify and analyze the development of literary styles, forms and genres in this period Outline C.1-3 -- Identify and analyze the historical, philosophical, social and political issues which impacted the literature of this period in the national culture of Great Britain. Outline D.1-3. -- Investigate the role of gender, race, religion, sexuality and other cultural

Changed	Questions	Current Version	Proposed Version
			influences on this literature. Outline E.1-2. -- Apply a variety of critical and theoretical approaches to evaluation of the literature and major literary figures of this period.
❗	**Objective 3: Compose and support thesis statements for analytical essays.**	No Value	Assignments B.1 -- Approximately 1,500 must be an analytical and/or argumentative essay about the assigned reading and must demonstrate some achievement of course goals. Assignments B.2a -- May be fulfilled in a midterm or final exam project Assignments B.2b -- May also be drawn from a variety of other activities such as reading quizzes; reader responses; reports; summaries; additional essays, long or short; imitations of authors' style. Methods of Evaluation A -- Students will be evaluated primarily on the basis of critical papers that demonstrate through clear, logical, and precise prose, their understanding of a literary work's artistic synthesis of content and technique, as well as its relationship to historical context. Methods of Evaluation C -- Students will also be evaluated based on their performance on a written final examination.

Changed	Questions	Current Version	Proposed Version
!	**Objective 4: Develop clear sequential relationship between central argument/ controlling idea and supporting ideas in writing.**	No Value	Assignments B.1 -- Approximately 1,500 must be an analytical and/or argumentative essay about the assigned reading and must demonstrate some achievement of course goals. Assignments B.2a -- May be fulfilled in a midterm or final exam project Assignments B.2b -- May also be drawn from a variety of other activities such as reading quizzes; reader responses; reports; summaries; additional essays, long or short; imitations of authors' style. Methods of Evaluation A -- Students will be evaluated primarily on the basis of critical papers that demonstrate through clear, logical, and precise prose, their understanding of a literary work's artistic synthesis of content and technique, as well as its relationship to historical context. Methods of Evaluation C -- Students will also be evaluated based on their performance on a written final examination. Outline G:1 Develop and support inferences in relation to literary texts.

Changed	Questions	Current Version	Proposed Version
❗	**Objective 5: Identify and practice writing for different audiences and purposes.**	No Value	Assignments B.1 -- Approximately 1,500 must be an analytical and/or argumentative essay about the assigned reading and must demonstrate some achievement of course goals. Assignments B.2a -- May be fulfilled in a midterm or final exam project Assignments B.2b -- May also be drawn from a variety of other activities such as reading quizzes; reader responses; reports; summaries; additional essays, long or short; imitations of authors' style. Methods of Evaluation A -- Students will be evaluated primarily on the basis of critical papers that demonstrate through clear, logical, and precise prose, their understanding of a literary work's artistic synthesis of content and technique, as well as its relationship to historical context. Methods of Evaluation C -- Students will also be evaluated based on their performance on a written final examination. Outline G:2 Apply rhetorical forms and strategies appropriate to academic discourse and critical literary analysis.

Changed	Questions	Current Version	Proposed Version
!	**Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.**	No Value	Assignments B.1 -- Approximately 1,500 must be an analytical and/or argumentative essay about the assigned reading and must demonstrate some achievement of course goals. Assignments B.2a -- May be fulfilled in a midterm or final exam project Assignments B.2b -- May also be drawn from a variety of other activities such as reading quizzes; reader responses; reports; summaries; additional essays, long or short; imitations of authors' style. Methods of Evaluation A -- Students will be evaluated primarily on the basis of critical papers that demonstrate through clear, logical, and precise prose, their understanding of a literary work's artistic synthesis of content and technique, as well as its relationship to historical context. Methods of Evaluation C -- Students will also be evaluated based on their performance on a written final examination. Outline G:2 Apply rhetorical forms and strategies appropriate to academic discourse and critical literary analysis.

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❗	**Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.**	No Value	Assignments B.1 -- Approximately 1,500 must be an analytical and/or argumentative essay about the assigned reading and must demonstrate some achievement of course goals. Assignments B.2b -- May also be drawn from a variety of other activities such as reading quizzes; reader responses; reports; summaries; additional essays, long or short; imitations of authors' style. Methods of Evaluation A -- Students will be evaluated primarily on the basis of critical papers that demonstrate through clear, logical, and precise prose, their understanding of a literary work's artistic synthesis of content and technique, as well as its relationship to historical context.

Changed	Questions	Current Version	Proposed Version
!	**Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.**	No Value	Assignments B.1 -- Approximately 1,500 must be an analytical and/or argumentative essay about the assigned reading and must demonstrate some achievement of course goals. Assignments B.2a -- May be fulfilled in a midterm or final exam project Assignments B.2b -- May also be drawn from a variety of other activities such as reading quizzes; reader responses; reports; summaries; additional essays, long or short; imitations of authors' style. Methods of Evaluation A -- Students will be evaluated primarily on the basis of critical papers that demonstrate through clear, logical, and precise prose, their understanding of a literary work's artistic synthesis of content and technique, as well as its relationship to historical context. Methods of Evaluation C -- Students will also be evaluated based on their performance on a written final examination. Outline G:2 Apply rhetorical forms and strategies appropriate to academic discourse and critical literary analysis.

Changed	Questions	Current Version	Proposed Version
!	**Objective 9: Demonstrate appropriate grammar usage and mechanics.**	No Value	Assignments B.1 -- Approximately 1,500 must be an analytical and/or argumentative essay about the assigned reading and must demonstrate some achievement of course goals. Assignments B.2a -- May be fulfilled in a midterm or final exam project Assignments B.2b -- May also be drawn from a variety of other activities such as reading quizzes; reader responses; reports; summaries; additional essays, long or short; imitations of authors' style. Methods of Evaluation A -- Students will be evaluated primarily on the basis of critical papers that demonstrate through clear, logical, and precise prose, their understanding of a literary work's artistic synthesis of content and technique, as well as its relationship to historical context. Methods of Evaluation C -- Students will also be evaluated based on their performance on a written final examination. Outline G:3 Use appropriate MLA citation form.

C-Matrix Form

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being retained/ added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value
❗	**Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.**	No Value	Enrollment in this course must be approved by the Honors Program Coordinator.
	Objective 3: For Prerequisites based on Government/ Licensing/ Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	The course defines its discipline through rigorous reading, writing, and critical analysis of English literature from “1830 to the present.” Students “read and interpret representative works of Victorian (Outline A.1) and Modernist writers (Outline A.2), then compare and contrast the literary and aesthetic differences (Outline A.3) between them while assessing biographical contexts (Outline A.4) and historical, philosophical, social and political issues. (Outline C). Core concepts include genre, aesthetics and culture within contexts such as the Industrial Revolution, Darwinism, colonialism, the rising middle class, and war (Outline C.1) The discipline also foregrounds identity and power by investigating gender, race, religion, sexuality (Outline D) Through critical papers (Methods of Evaluation A), group work (Methods of Evaluation B), quizzes (Methods of Evaluation D), and a written final examination (Assignments E), students apply multiple critical approaches and academic discourse conventions.

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written**	No Value	The course fosters written communication by requiring at least 2,500 words during the quarter (Assignments B), including an analytical or argumentative essay of approximately 1,500 words (Assignments B.1) and additional writing such as reader responses; reports; summaries; additional essays (Assignments B.2.b). Students are evaluated on critical papers that use clear, logical, and precise prose

Changed	Questions	Current Version	Proposed Version
	communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)		(Methods of Evaluation A) and on a written final examination (Assignments E). Oral communication is developed through reading aloud of texts (Assignments C) and individual or small group presentations assessed for accuracy of content, timeliness, and interactivity with the class (Methods of Evaluation B). Collaborative exercises occur through group-centered tasks that encourage critical responses to the reading and group presentations with shared division of labor (Methods of Evaluation B).
	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	The course cultivates critical thinking through substantial analytical and argumentative writing, including a 1,500-word essay that must demonstrate some achievement of course goals (Assignments B.1). Students evaluate, understand and interpret major texts; compare and contrast the literary and aesthetic differences between Victorian and Modern writers; and assess the biographical contexts of works (Outline A, A.3–4). They identify and analyze genre, style, and aesthetic and cultural trends (Outline B), and they interrogate historical, philosophical, social and political issues, including industrialization, Darwinism, colonialism, war, and major thinkers (Outline C). Critical papers are evaluated for clear, logical argument connecting content and technique with historical context (Methods of Evaluation A).

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	The course includes diverse perspectives by having students investigate the role of gender, race, religion, sexuality and other cultural influences in Victorian and Modern texts (Outline D). Students analyze the depiction of male and female roles, critique the Anglocentric world view within colonial expansion, and explore the rise of atheism, foregrounding changing values and belief systems (Outline D.1–3). Historical and political contexts such as the Industrial Revolution, Darwinism, colonialism, war, and philosophical movements like socialism and existentialism further situate literature within competing cultural and societal perspectives (Outline C.1–2).
❗	**Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	The course provides rich global and historical context by having students evaluate major texts from 1830 to the present and read representative works by Victorian and Modern Anglophone writers, including Conrad, Rhys, and Achebe (Outline A.1–2). Students analyze how the Industrial Revolution, Darwinism, colonialism, and war shape literature, including the rising middle class, spiritual anxiety, and warfare(Outline C.1.a–c).

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	The course connects literary concepts to real-world and hands-on applications by having students assess how politics, major social events, and philosophical movements shape literature, including the Industrial Revolution, Darwinism, colonialism, war, socialism, and existentialism (Outline C.1–2). Students analyze the socio-political impact of the rising middle class, spiritual anxiety, and technological change, relating texts to concrete historical conditions (Outline C.1.a–c). Group-centered tasks, presentations, and critical papers further require students to apply these contextual insights in collaborative and written work that links artistic technique to historical context (Assignments D; Methods of Evaluation A–B).

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Stage 7: Content Review Matrix Liaison	No Value	No Value
	Stage 8: Dean of Online Learning	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	ELIT 046CH	ELIT 046CH
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	Honors	Honors
	Cross-Listed/ Related Course Information	NA	NA
	Cross-Listed/ Related Course ID's	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
	Curriculum Office Notes	• Tech. change to prerequisite statement; see memo appr. 6/18/19 (effect. F20).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc	• Tech. change to prerequisite statement; see memo appr. 6/18/19 (effect. F20).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value

Changed	Questions	Current Version	Proposed Version					
❗	**Stage 3: DEI**	No Value						
			Date	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**In In "Y C or In R**
			4/9/2026	Basic Course Information	Course Description	Suggested	Consider minor revisions to use welcoming, student-centered language and minimize the use of impersonal, course-centered language, and to describe the knowledge, skills, and abilities students will gain upon the completion of the course	Y

Changed	Questions	Current Version	Proposed Version			
			4/9/2026	Specifications	Examples of Required Primary Texts and References	Thanks for providing this example of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered low cost at De Anza if they are under $50.00. If there is no representative OER textbook, please let me know in the initiator response box. Please also

Y

Changed	Questions	Current Version	Proposed Version				
						let me know in the initiator response box if your textbook is low cost, and consider adding this information to the DEI Box if appropriate. This will satisfy the required component of this edit.	
			4/9/2026	Specifications	Examples of Primary Texts and References	Suggested	Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.)? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.	Y

Changed	Questions	Current Version	Proposed Version		
				Do any assignments do one or more of the following: (1) Encourage students to connect course content to their own life, background, and experiences; (2) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider noting this for the relevant assignment. If not appropriate, let me know in the Initiator response box.	
			4/9/2026 SpecificationsAssignmentsSuggested		Y

Changed	Questions	Current Version	Proposed Version					
			4/9/2026	Specifications	Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If not appropriate, let me know in the initiator response box.	Y
	Stage 4: Articulation Officer	No Value	No Value					
	Stage 5: De Anza General Education	No Value	No Value					
!	**Stage 6: Content Review Matrix Liaison**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - "Y" When Complete Initiator's Response**
			4/27/26	Matrix H	Objective 2	Required	Please complete for your Honors Limitation on Enrollment	Y

Changed	Questions	Current Version	Proposed Version
	Stage 7: Dean of Online Learning	No Value	No Value
	Stage 8: SLO Coordinator	No Value	No Value
	Stage 10: Curriculum Committee	No Value	No Value

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	ELITD46CH
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM

Changed	Field	Current Version
	Course Control Number	CCC000592159

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	

De Anza College

Change Report

06/08/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes	CSLOs
B-Matrix Form	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.
B-Matrix Form	Objective 2: Develop analytical ideas and topics for essays.
B-Matrix Form	Objective 3: Compose and support thesis statements for analytical essays.
B-Matrix Form	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.
B-Matrix Form	Objective 5: Identify and practice writing for different audiences and purposes.
B-Matrix Form	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.
B-Matrix Form	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

Section	Changed field
B-Matrix Form	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.
B-Matrix Form	Objective 9: Demonstrate appropriate grammar usage and mechanics.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Comments	Stage 3: DEI
Comments	Stage 8: SLO Coordinator
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• Mi Chang	• Lydia Hearn
	Course ID (CB01A and CB01B)	ELITD046C	ELITD046C
	Course Control Number	CCC000221005	CCC000221005
	Course Title (CB02)	Major British Writers (Victorian and Modern)	Major British Writers (Victorian and Modern)
	Short Course Title	MAJOR BRIT WRTRS (VICTORN/MOD)	MAJOR BRIT WRTRS (VICTORN/MOD)
	TOP Code (CB03)	1501.00	1501.00 English
	CIP Code	English Language and Literature, General	23.0101 English Language and Literature, General
	Department	ELIT - English Literature	ELIT - English Literature
❗	**Effective Term**	Fall 2025	Fall ~~2025~~ 2027
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
❗	**Course Description**	This course will examine readings and critical responses to representative works by major writers such as the Brontes, Tennyson, Barrett Browning, Browning, Dickens, Arnold, Hopkins, Wilde, Lawrence, Hardy, Yeats, Conrad, Joyce, Eliot, Beckett, Woolf, and Auden.	This course will examine readings and critical responses to representative works by major writers such as the Brontes, Tennyson, Barrett Browning, Browning, Dickens, the Rosettis, Eliot (George) Arnold, Hopkins, Wilde, Lawrence, Hardy, Yeats, Conrad, Joyce, Eliot (T.S.), Beckett, Woolf, and Auden.
	Course Type (CB27)	• Lower Division	• Lower Division
❗	**Mode of Delivery**	No value	• Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• English

Changed	Field	Current Version	Proposed Version
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	**FSA**	No value	• FHDA FSA - ENGLISH

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is a major preparation requirement in the discipline of English for at least one CSU or UC. This course also meets a general education requirement for De Anza and Cal-GETC. This course is UC and CSU transferable. This course belongs on the English AA Degree. This course provides students with the tools to explore the historical, philosophical, social and political issues and their impact on British literature from roughly 1830 to the present.	This course is a major preparation requirement in the discipline of English for at least one CSU or UC. This course also meets a general education requirement for De Anza and Cal-GETC. This course is UC and CSU transferable. This course belongs on the English AA Degree. This course provides students with the tools to explore the historical, philosophical, social and political issues and their impact on British literature from roughly 1830 to the present.

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No	No

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	Yes - don't forget to duplicate the revisions in the honors/non-honors course	Yes - don't forget to duplicate the revisions in the honors/non-honors course

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/ noncredit course?	No	No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No	No

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	The course integrates Diversity, Equity, and Inclusion (DEI) principles through its content, instruction, and assessment methods. The textbook has been expanded to highlight a broader range of marginalized voices, including writers from and about India and Africa, as well as female and queer authors. Classroom discussions and readings actively examine the lasting impacts of colonialism and the oppression of people from regions colonized by the British Empire, promoting critical awareness of global inequities. Additionally, the course design supports varied learning styles by offering diverse assignments and assessment options beyond traditional written work. Through collaborative learning activities and inclusive pedagogical approaches, the course ensures that all students can engage meaningfully with the material and contribute from their unique perspectives.

Changed	Field	Current Version	Proposed Version
!	**Please check all areas in the COR that address DEI.**	No value	• Specifications - Assignments • Specifications - Examples of Primary Texts and References • Specifications - Methods of Instruction • Specifications - Methods of Evaluation • Outline - Course Outline

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/ Challenge	☐	☐
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	
	Will the course fulfill a UC/CSU lower-division major requirement?	No	No
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	Yes	Yes

Associated Programs

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program** Cal-GETC **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Cal-GETC **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Cal-GETC (In Development) **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Cal-GETC (In Development) **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program English **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** English **Award Type** Associate in Arts (A.A.) Degree
		Associated Program English **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** English **Award Type** Associate in Arts (A.A.) Degree
		Associated Program English for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** English for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program English for Transfer (In Development) **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** English for Transfer (In Development) **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree

Changed	Field	Current Version	Proposed Version
		Associated Program Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved

Changed	Field	Current Version	Proposed Version
	GE Information	**System/ Institution** C-ID **Area(s)** • ENGL - Approved. **-** (ELIT D046B or ELIT D46BH) & (ELIT D046C or ELIT D46CH) required for C-ID ENGL 165	**System/ Institution** C-ID **Area(s)** • ENGL - Approved. **-** (ELIT D046B or ELIT D46BH) & (ELIT D046C or ELIT D46CH) required for C-ID ENGL 165
		System/ Institution Cal-GETC **Area(s)** • CA3B - Approved. **-** No value	**System/ Institution** Cal-GETC **Area(s)** • CA3B - Approved. **-** No value
		System/ Institution De Anza GE **Area(s)** • 2G3X - Approved. **-** No value	**System/ Institution** De Anza GE **Area(s)** • 2G3X - Approved. **-** No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	4	4
	Lecture Hours - Out of Class	8	8
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0

Changed	Field	Current Version	Proposed Version
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144
	Lecture Hours - Course In-Class (Contact) per Term	48	48
	Lecture Hours - Course Out-of-Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0

Changed	Field	Current Version	Proposed Version
	Total - Course In-Class (Contact) Hours	48	48
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4	4
	Total Credit Units - Maximum Credit Units	4	4

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.

Changed	Field	Current Version	Proposed Version
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction**	**Methods of Instruction** Methods of Instruction
		Methods of Instruction Lecture and visual aids Discussion of assigned reading In-class essays Quiz and examination review performed in class Homework and extended projects Guest speakers Collaborative learning and small group exercises	**Methods of Instruction** Lecture and visual aids Discussion of assigned reading In-class essays Quiz and examination review performed in class Homework and extended projects Guest speakers Collaborative learning and small group exercises

Changed	Field	Current Version	Proposed Version
	Assignments	1. Readings by and about the major writers of this period. Readings may be assigned by author or by genre.	1. Readings by and about the major writers of this period. Readings may be assigned by author or by genre.

Changed	Field	Current Version	Proposed Version
		2. Students will write at least 2,500 words during the quarter. Of this total: 1. Approximately 1,500 must be an analytical and/or argumentative essay about the assigned reading and must demonstrate some achievement of course goals. 2. The remaining writing requirement: 1. May be fulfilled in a midterm or final exam project 2. May also be drawn from a variety of other activities such as reading quizzes; reader responses; reports; summaries; additional essays, long or short; imitations of authors' style. 3. Reading aloud of texts. 4. Group-centered tasks that encourage critical responses to the reading. 5. Written final examination.	2. Students will write at least 2,500 words during the quarter. Of this total: 1. Approximately 1,500 must be an analytical and/or argumentative essay about the assigned reading and must demonstrate some achievement of course goals. 2. The remaining writing requirement: 1. May be fulfilled in a midterm or final exam project 2. May also be drawn from a variety of other activities such as reading quizzes; reader responses; reports; summaries; additional essays, long or short; imitations of authors' style. 3. Reading aloud of texts. 4. Group-centered tasks that encourage critical responses to the reading. 5. Written final examination.

Changed	Field	Current Version	Proposed Version
❗	**Methods of Evaluation**	**Methods of Evaluation**	**Methods of Evaluation** Methods of Evaluation

Changed	Field	Current Version	Proposed Version
	Methods of Evaluation	1. Students will be evaluated primarily on the basis of critical papers that demonstrate through clear, logical, and precise prose, their understanding of a literary work's artistic synthesis of content and technique, as well as its relationship to historical context. 2. Students will be evaluated based on class and group participation in the form of individual or small group presentations, to be evaluated based on accuracy of content, timeliness (meeting deadlines), division of labor (if group), and optionally, interactivity with the class. 3. Students will also be evaluated based on their performance on a written final examination. 4. Students will be evaluated on quizzes on reading, to be evaluated by accuracy of understanding of	**Methods of Evaluation** 1. Students will be evaluated primarily on the basis of critical papers that demonstrate through clear, logical, and precise prose, their understanding of a literary work's artistic synthesis of content and technique, as well as its relationship to historical context. 2. Students will be evaluated based on class and group participation in the form of individual or small group presentations, to be evaluated based on accuracy of content, timeliness (meeting deadlines), division of labor (if group), and optionally, interactivity with the class. 3. Students will also be evaluated based on their performance on a written final examination. 4. Students will be evaluated on quizzes on reading, to be evaluated by accuracy of understanding of

Changed	Field	Current Version	Proposed Version
		the content (plot, character, setting, theme) of the reading.	the content (plot, character, setting, theme) of the reading.
!	**Essential Student Materials/ Essential College Facilities**	**Essential Student Materials:** • None. **Essential College Facilities:** • None.	**Essential Student Materials:** • None **Essential College Facilities:** • None
!	**Examples of Primary Texts and References**	**Title** No value **Author** Greenblatt, Stephen. The Norton Anthology of English Literature, 10th edition. New York: Norton, 2018. **Publisher** No value **Date/ Edition** No value **ISBN** No value **Title** No value **Author** Selected individual texts by representative authors. **Publisher** No value **Date/ Edition** No value **ISBN** No value	**Title** British Literature II: Romantic Era to the Twentieth Century and Beyond **Author** Robinson, Bonnie J. **Publisher** University of North Georgia Press (oer.galileo.usg.edu/english-textbooks/16/) **Date/ Edition** 2018 **ISBN** No value **Title** The Norton Anthology of English Literature, vol. D, E, & F 11th edition. **Author** Greenblatt, Stephen **Publisher** Norton **Date/ Edition** 2024 **ISBN** 9781324072812

Changed	Field	Current Version	Proposed Version
!	**Suggested Reading List**	**Reading List** Altick, R.D. Victorian People and Ideas. London: W.W. Norton & Company, 1974. **May include, but are not limited to** No value **Reading List** Claybaugh, Amanda. The Novel of Purpose: Literature and Social Reform in the Anglo-American World. Ithaca, NY: Cornell UP, 2007. **May include, but are not limited to** No value **Reading List** de Botton, Alain. Status Anxiety. New York: Vintage International, 2005. **May include, but are not limited to** No value **Reading List** Dickerson, Vanessa D. Dark Victorians. Urbana, IL: U of Illinois P, 2008. **May include, but are not limited to** No value	**Reading List** List:

Changed	Field	Current Version	Proposed Version
		Reading List Ellis, Steve. Virginia Woolf and the Victorians. Cambridge: Cambridge UP, 2007. **May include, but are not limited to** No value	**May include, but are not limited to** Novels: • Bronte, Emily. Wuthering Heights. • Conrad, Joseph. Heart of Darkness. • Dickens, Charles. Great Expectations. • Dickens, Charles. Hard Times. • Eliot, George. The Mill on the Floss. • Hardy, Thomas. Jude the Obscure. • Hardy, Thomas. Tess of the d'Urbervilles. • Joyce, James. The Dubliners. • Joyce, James. A Portrait of the Artist as a Young Man. • Lawrence, D.H. Sons and Lovers • Wilde, Oscar. The Picture of Dorian Gray. • Woolf, Virginia. To the Lighthouse. • Woolf, Virginia. Mrs. Dalloway. Plays: • Beckett, Samuel. Waiting for Godot. • Beckett, Samuel. Endgame. • Wilde, Oscar. The Importance of Being Earnest Literary Criticism: • Altick, R.D. Victorian People and Ideas. London: W.W. Norton & Company, 1974. • Claybaugh, Amanda. The Novel
		Reading List Ellmann, Richard. Yeats: The Man and the Masks. London: W. W. Norton, 2000. **May include, but are not limited to** No value	
		Reading List Gay, Peter. The Bourgeois Experience: Victoria to Freud. New York: Oxford University Press, 1984. **May include, but are not limited to** No value	
		Reading List Gilbert, Sandra and Gubar, Susan. The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination. London: Yale University Press, 1984.	

Changed	Field	Current Version	Proposed Version
		May include, but are not limited to No value	of Purpose: Literature and Social Reform in the Anglo-American World. Ithaca, NY: Cornell UP, 2007. • de Botton, Alain. Status Anxiety. New York: Vintage International, 2005. • Dickerson, Vanessa D. Dark Victorians. Urbana, IL: U of Illinois P, 2008. • Ellis, Steve. Virginia Woolf and the Victorians. Cambridge: Cambridge UP, 2007. • Ellmann, Richard. Yeats: The Man and the Masks. London: W. W. Norton, 2000. • Gallagher, Catherine. The Body Economic: Life, Death, and Sensation in Political Economy and the Victorian Novel. Princeton University Press, 2006. • Gay, Peter. The Bourgeois Experience: Victoria to Freud. New York: Oxford University Press, 1984. • Gilbert, Sandra and Gubar, Susan. The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination. London: Yale University Press, 1984. • Gordon, Lyndall. T.S. Eliot: An Imperfect
		Reading List Gordon, Lyndall. T.S. Eliot: An Imperfect Life. London: W. W. Norton, 1999. **May include, but are not limited to** No value	
		Reading List Huyssean, Andreas. After the Great Divide: Modernism, Mass Culture, Postmodernism (Theories of Representation and Difference). Bloomington, IN: Indiana UP, 1986. **May include, but are not limited to** No value	
		Reading List Kaplan, Cora. Victoriana: Histories, Fictions, Criticism. New York, NY: Columbia UP, 2007. **May include, but are not limited to** No value	

Changed	Field	Current Version	Proposed Version
		Reading List Lentricchia, Frank, and McLaughlin, Thomas, Editors. Critical Terms for Literary Study. Chicago: University of Chicago Press, 1990. **May include, but are not limited to** No value **Reading List** Miller, D.A. The Novel and the Police. Berkeley: University of California Press, 1988. **May include, but are not limited to** No value **Reading List** Poovey, Mary. Making a Social Body: British Cultural Formation, 1830-1864. Chicago: U Chicago P, 1995. **May include, but are not limited to** No value **Reading List** Said, Edward. Orientalism. New York: Vintage Books, 1978.	Life. London: W. W. Norton, 1999. • Huyssean, Andreas. After the Great Divide: Modernism, Mass Culture, Postmodernism (Theories of Representation and Difference). Bloomington, IN: Indiana UP, 1986. • Kaplan, Cora. Victoriana: Histories, Fictions, Criticism. New York, NY: Columbia UP, 2007. • Miller, D.A. The Novel and the Police. Berkeley: University of California Press, 1988. • Poovey, Mary. Making a Social Body: British Cultural Formation, 1830-1864. Chicago: U Chicago P, 1995. • Said, Edward. Orientalism. New York: Vintage Books, 1978. • Showalter, Elaine. The Female Malady: Women, Madness and English Culture, 1830-1980. London: Virago Press, 1987.

Changed	Field	Current Version	Proposed Version
	May include, but are not limited to	No value	
	Reading List	Showalter, Elaine. The Female Malady: Women, Madness and English Culture, 1830-1980. London: Virago Press, 1987.	
	May include, but are not limited to	No value	

Learning Outcomes

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Evaluate, understand and interpret the major literary texts of the period of English literature extending roughly from 1830 to the present. • Identify and analyze the development of literary styles, forms and genres in this period. • Identify and analyze the historical, philosophical, social and political issues which impacted the literature of this period in the national culture of Great Britain. • Investigate the role of gender, race, religion, sexuality and other cultural influences on this literature. • Apply a variety of critical and theoretical approaches to evaluation of the literature and major literary figures of this period. • Develop an awareness of how this literary period has shaped global linguistic and literary English. • Demonstrate understanding of appropriate academic discourse, conventions of critical literary analysis and appropriate citation form.	• Evaluate, understand and interpret the major literary texts of the period of English literature extending roughly from 1830 to the present. • Identify and analyze the development of literary styles, forms and genres in this period. • Identify and analyze the historical, philosophical, social and political issues which impacted the literature of this period in the national culture of Great Britain. • Investigate the role of gender, race, religion, sexuality and other cultural influences on this literature. • Apply a variety of critical and theoretical approaches to evaluation of the literature and major literary figures of this period. • Develop an awareness of how this literary period has shaped global linguistic and literary English. • Demonstrate understanding of appropriate academic discourse, conventions of critical literary analysis and appropriate citation form.

Changed	Field	Current Version	Proposed Version
!	CSLOs	**CSLOs** Understanding of the prevailing economic, philosophical and ideological views of British culture during this period. **Expected SLO Performance** 0.0 **CSLOs** Develop direct textual analysis skills and apply to understanding the social and psychological pressures and desires during this period. **Expected SLO Performance** 0.0	**CSLOs** Demonstrate an understanding of the prevailing economic, philosophical and ideological views of British culture during this period. **Expected SLO Performance** 0.0 **CSLOs** Demonstrate direct textual analysis skills and the ability to apply to understanding the social and psychological pressures and desires during this period. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
	Course Content	1. Evaluate, understand and interpret the major literary texts of the period of English literature extending roughly from 1830 to the present. 1. Read and interpret representative works of Victorian writers such as Tennyson, the Brownings, Arnold, Bronte, Dickens, Wilde and Hardy. 2. Read and interpret representative works of Modernism from Anglophone writers such as Yeats, Joyce, Conrad, Eliot, Woolf, Beckett, Rhys and Achebe. 3. Compare and contrast the literary and aesthetic differences between Victorian and Modern writers. 4. Assess the biographical contexts of the works studied. 2. Identify and analyze the development of literary styles, forms and genres in this period. 1. Recognize the major features of common genres of the period, including narrative poetry, lyric poetry, the dramatic monologue, fiction and drama. 2. Assess the stylistic differences among practitioners of various literary forms. 3. Assess the aesthetic and cultural trends which shaped the Victorian and Modern periods. 3. Identify and analyze the historical, philosophical, social and political issues which impacted the literature of this period in the national culture of Great Britain. 1. Explore the influence of politics and major social events on the literature of	1. Evaluate, understand and interpret the major literary texts of the period of English literature extending roughly from 1830 to the present. 1. Read and interpret representative works of Victorian writers such as Tennyson, the Brownings, Arnold, Bronte, Dickens, Wilde and Hardy. 2. Read and interpret representative works of Modernism from Anglophone writers such as Yeats, Joyce, Conrad, Eliot, Woolf, Beckett, Rhys and Achebe. 3. Compare and contrast the literary and aesthetic differences between Victorian and Modern writers. 4. Assess the biographical contexts of the works studied. 2. Identify and analyze the development of literary styles, forms and genres in this period. 1. Recognize the major features of common genres of the period, including narrative poetry, lyric poetry, the dramatic monologue, fiction and drama. 2. Assess the stylistic differences among practitioners of various literary forms. 3. Assess the aesthetic and cultural trends which shaped the Victorian and Modern periods. 3. Identify and analyze the historical, philosophical, social and political issues which impacted the literature of this period in the national culture of Great Britain. 1. Explore the influence of politics and major social events on the literature of

Changed	Field	Current Version	Proposed Version
		this period 1. Assess the socio-political impact of the Industrial Revolution and the influence of Darwinism on Victorian literature, in particular the rising middle class and increasing spiritual anxiety. 2. Explore the legacy of colonialism, particularly in the works of Conrad, Joyce, Rhys, and Achebe. 3. Analyze the impact of war and technological advancement on Modern literature, in particular the advent of nuclear warfare.	this period 1. Assess the socio-political impact of the Industrial Revolution and the influence of Darwinism on Victorian literature, in particular the rising middle class and increasing spiritual anxiety. 2. Explore the legacy of colonialism, particularly in the works of Conrad, Joyce, Rhys, and Achebe. 3. Analyze the impact of war and technological advancement on Modern literature, in particular the advent of nuclear warfare.

Changed	Field	Current Version	Proposed Version
		2. Explore the influence of major philosophical movements on the literature of this period. Understand the impact of such thinkers as Freud, Marx, Engels, Mill, and Nietzsche on literature of this period, in particular Freud's theory of the subconscious; socialism; and existentialism. 3. Explore the major historical issues which impacted the literature of this period in the national culture of Great Britain. 4. Investigate the role of gender, race, religion, sexuality and other cultural influences on this literature. 1. Analyze the depiction of male and female roles in the development of the literature of this period, particularly in the English novel. 2. Critique the Anglocentric world view as it emerges within the context of colonial exploration and expansion of the known world. 3. Explore the rise of atheism. 5. Apply a variety of critical and theoretical approaches to evaluation of the literature and major literary figures of this period. 1. Distinguish the differences between various critical approaches, including textual, historicist, reader response, structuralist, feminist and cultural criticism. 2. Study examples of criticism and rhetoric of the periods to understand what features of literary style were most valued. 6. Develop an awareness of how this literary period has shaped global linguistic and literary English. 1. Explore the role of	2. Explore the influence of major philosophical movements on the literature of this period. Understand the impact of such thinkers as Freud, Marx, Engels, Mill, and Nietzsche on literature of this period, in particular Freud's theory of the subconscious; socialism; and existentialism. 3. Explore the major historical issues which impacted the literature of this period in the national culture of Great Britain. 4. Investigate the role of gender, race, religion, sexuality and other cultural influences on this literature. 1. Analyze the depiction of male and female roles in the development of the literature of this period, particularly in the English novel. 2. Critique the Anglocentric world view as it emerges within the context of colonial exploration and expansion of the known world. 3. Explore the rise of atheism. 5. Apply a variety of critical and theoretical approaches to evaluation of the literature and major literary figures of this period. 1. Distinguish the differences between various critical approaches, including textual, historicist, reader response, structuralist, feminist and cultural criticism. 2. Study examples of criticism and rhetoric of the periods to understand what features of literary style were most valued. 6. Develop an awareness of how this literary period has shaped global linguistic and literary English. 1. Explore the role of

Changed	Field	Current Version	Proposed Version
		newspapers, periodicals and the serial novel in fostering a mass readership. 2. Appraise the growing divide between high and low culture. 7. Demonstrate understanding of appropriate academic discourse, conventions of critical literary analysis and appropriate citation form. 1. Develop and support inferences in relation to literary texts. 2. Apply rhetorical forms and strategies appropriate to academic discourse and critical literary analysis. 3. Use appropriate MLA citation form.	newspapers, periodicals and the serial novel in fostering a mass readership. 2. Appraise the growing divide between high and low culture. 7. Demonstrate understanding of appropriate academic discourse, conventions of critical literary analysis and appropriate citation form. 1. Develop and support inferences in relation to literary texts. 2. Apply rhetorical forms and strategies appropriate to academic discourse and critical literary analysis. 3. Use appropriate MLA citation form.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	Eligibility for college-level composition (ENGL C1000 or ENGL C1000H or ESL D005.) as determined by college assessment or other appropriate methods.	Eligibility for college-level composition (ENGL C1000 or ENGL C1000H or ESL D005.) as determined by college assessment or other appropriate methods.
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Not open to students with credit in the Honors Program related course.)	(Not open to students with credit in the Honors Program related course.)
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	(Eligibility for college-level composition as determined by college assessment or other appropriate methods.)	(Eligibility for college-level composition as determined by college assessment or other appropriate methods.)
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
!	**Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.**	No Value	Assignments A -- Readings by and about the major writers of this period. Readings may be assigned by author or by genre. Assignments B.1 -- Approximately 1,500 must be an analytical and/or argumentative essay about the assigned reading and must demonstrate some achievement of course goals. Assignments B.2a -- May be fulfilled in a midterm or final exam project Assignments B.2b -- May also be drawn from a variety of other activities such as reading quizzes; reader responses; reports; summaries; additional essays, long or short; imitations of authors' style. Methods of Evaluation A -- Students will be evaluated primarily on the basis of critical papers that demonstrate through clear, logical, and precise prose, their understanding of a literary work's artistic synthesis of content and technique, as well as its relationship to historical context. Methods of Evaluation C -- Students will also be evaluated based on their performance on a written final examination. Outline A.1-4 -- Evaluate, understand and interpret the major literary texts of the period of English literature extending roughly from 1830 to the present. Outline B.1-3 -- Identify and analyze the development of literary styles, forms and genres in this period Outline C.1-3 -- Identify and analyze the historical, philosophical, social and political issues which impacted the literature of this period in the national culture of Great Britain. Outline D.1-3 -- Investigate the role of gender, race, religion, sexuality and other cultural influences on this literature. Outline E.1-2 -- Apply a variety of critical and theoretical approaches to evaluation of the literature and major literary figures of this period.

Changed	Questions	Current Version	Proposed Version
!	**Objective 2: Develop analytical ideas and topics for essays.**	No Value	Assignments A -- Readings by and about the major writers of this period. Readings may be assigned by author or by genre. Assignments B.1 -- Approximately 1,500 must be an analytical and/or argumentative essay about the assigned reading and must demonstrate some achievement of course goals. Assignments B.2a -- May be fulfilled in a midterm or final exam project Assignments B.2b -- May also be drawn from a variety of other activities such as reading quizzes; reader responses; reports; summaries; additional essays, long or short; imitations of authors' style. Methods of Evaluation A -- Students will be evaluated primarily on the basis of critical papers that demonstrate through clear, logical, and precise prose, their understanding of a literary work's artistic synthesis of content and technique, as well as its relationship to historical context. Methods of Evaluation C -- Students will also be evaluated based on their performance on a written final examination. Outline A.1-4 -- Evaluate, understand and interpret the major literary texts of the period of English literature extending roughly from 1830 to the present. Outline B.1-3 -- Identify and analyze the development of literary styles, forms and genres in this period Outline C.1-3 -- Identify and analyze the historical, philosophical, social and political issues which impacted the literature of this period in the national culture of Great Britain. Outline D.1-3. -- Investigate the role of gender, race, religion, sexuality and other cultural influences on this literature. Outline E.1-2. -- Apply a variety of critical and theoretical approaches to evaluation of the literature and major literary figures of this period.

Changed	Questions	Current Version	Proposed Version
!	**Objective 3: Compose and support thesis statements for analytical essays.**	No Value	Assignments B.1 -- Approximately 1,500 must be an analytical and/or argumentative essay about the assigned reading and must demonstrate some achievement of course goals. Assignments B.2a -- May be fulfilled in a midterm or final exam project Assignments B.2b -- May also be drawn from a variety of other activities such as reading quizzes; reader responses; reports; summaries; additional essays, long or short; imitations of authors' style. Methods of Evaluation A -- Students will be evaluated primarily on the basis of critical papers that demonstrate through clear, logical, and precise prose, their understanding of a literary work's artistic synthesis of content and technique, as well as its relationship to historical context. Methods of Evaluation C -- Students will also be evaluated based on their performance on a written final examination.
!	**Objective 4: Develop clear sequential relationship between central argument/ controlling idea and supporting ideas in writing.**	No Value	Assignments B.1 -- Approximately 1,500 must be an analytical and/or argumentative essay about the assigned reading and must demonstrate some achievement of course goals. Assignments B.2a -- May be fulfilled in a midterm or final exam project Assignments B.2b -- May also be drawn from a variety of other activities such as reading quizzes; reader responses; reports; summaries; additional essays, long or short; imitations of authors' style. Methods of Evaluation A -- Students will be evaluated primarily on the basis of critical papers that demonstrate through clear, logical, and precise prose, their understanding of a literary work's artistic synthesis of content and technique, as well as its relationship to historical context. Methods of Evaluation C -- Students will also be evaluated based on their performance on a written final examination. Outline G:1 Develop and support inferences in relation to literary texts.

Changed	Questions	Current Version	Proposed Version
!	**Objective 5: Identify and practice writing for different audiences and purposes.**	No Value	Assignments B.1 -- Approximately 1,500 must be an analytical and/or argumentative essay about the assigned reading and must demonstrate some achievement of course goals. Assignments B.2a -- May be fulfilled in a midterm or final exam project Assignments B.2b -- May also be drawn from a variety of other activities such as reading quizzes; reader responses; reports; summaries; additional essays, long or short; imitations of authors' style. Methods of Evaluation A -- Students will be evaluated primarily on the basis of critical papers that demonstrate through clear, logical, and precise prose, their understanding of a literary work's artistic synthesis of content and technique, as well as its relationship to historical context. Methods of Evaluation C -- Students will also be evaluated based on their performance on a written final examination. Outline G:2 Apply rhetorical forms and strategies appropriate to academic discourse and critical literary analysis.

Changed	Questions	Current Version	Proposed Version
❗	**Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.**	No Value	Assignments B.1 -- Approximately 1,500 must be an analytical and/or argumentative essay about the assigned reading and must demonstrate some achievement of course goals. Assignments B.2a -- May be fulfilled in a midterm or final exam project Assignments B.2b -- May also be drawn from a variety of other activities such as reading quizzes; reader responses; reports; summaries; additional essays, long or short; imitations of authors' style. Methods of Evaluation A -- Students will be evaluated primarily on the basis of critical papers that demonstrate through clear, logical, and precise prose, their understanding of a literary work's artistic synthesis of content and technique, as well as its relationship to historical context. Methods of Evaluation C -- Students will also be evaluated based on their performance on a written final examination. Outline G:2 Apply rhetorical forms and strategies appropriate to academic discourse and critical literary analysis.
❗	**Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.**	No Value	Assignments B.1 -- Approximately 1,500 must be an analytical and/or argumentative essay about the assigned reading and must demonstrate some achievement of course goals. Assignments B.2b -- May also be drawn from a variety of other activities such as reading quizzes; reader responses; reports; summaries; additional essays, long or short; imitations of authors' style. Methods of Evaluation A -- Students will be evaluated primarily on the basis of critical papers that demonstrate through clear, logical, and precise prose, their understanding of a literary work's artistic synthesis of content and technique, as well as its relationship to historical context.

Changed	Questions	Current Version	Proposed Version
!	**Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.**	No Value	Assignments B.1 -- Approximately 1,500 must be an analytical and/or argumentative essay about the assigned reading and must demonstrate some achievement of course goals. Assignments B.2a -- May be fulfilled in a midterm or final exam project Assignments B.2b -- May also be drawn from a variety of other activities such as reading quizzes; reader responses; reports; summaries; additional essays, long or short; imitations of authors' style. Methods of Evaluation A -- Students will be evaluated primarily on the basis of critical papers that demonstrate through clear, logical, and precise prose, their understanding of a literary work's artistic synthesis of content and technique, as well as its relationship to historical context. Methods of Evaluation C -- Students will also be evaluated based on their performance on a written final examination. Outline G:2 Apply rhetorical forms and strategies appropriate to academic discourse and critical literary analysis.
!	**Objective 9: Demonstrate appropriate grammar usage and mechanics.**	No Value	Assignments B.1 -- Approximately 1,500 must be an analytical and/or argumentative essay about the assigned reading and must demonstrate some achievement of course goals. Assignments B.2a -- May be fulfilled in a midterm or final exam project Assignments B.2b -- May also be drawn from a variety of other activities such as reading quizzes; reader responses; reports; summaries; additional essays, long or short; imitations of authors' style. Methods of Evaluation A -- Students will be evaluated primarily on the basis of critical papers that demonstrate through clear, logical, and precise prose, their understanding of a literary work's artistic synthesis of content and technique, as well as its relationship to historical context. Methods of Evaluation C -- Students will also be evaluated based on their performance on a written final examination. Outline G:3 Use appropriate MLA citation form.

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/ Licensing/ Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	The course defines its discipline through rigorous reading, writing, and critical analysis of English literature from “1830 to the present.” Students “read and interpret representative works of Victorian (Outline A.1) and Modernist writers (Outline A.2), then compare and contrast the literary and aesthetic differences (Outline A.3) between them while assessing biographical contexts (Outline A.4) and historical, philosophical, social and political issues. (Outline C). Core concepts include genre, aesthetics and culture within contexts such as the Industrial Revolution, Darwinism, colonialism, the rising middle class, and war (Outline C.1) The discipline also foregrounds identity and power by investigating gender, race, religion, sexuality (Outline D) Through critical papers (Methods of Evaluation A), group work (Methods of Evaluation B), quizzes (Methods of Evaluation D), and a written final examination (Assignments E), students apply multiple critical approaches and academic discourse conventions.

Changed	Questions	Current Version	Proposed Version
!	**Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	The course fosters written communication by requiring at least 2,500 words during the quarter (Assignments B), including an analytical or argumentative essay of approximately 1,500 words (Assignments B.1) and additional writing such as reader responses; reports; summaries; additional essays (Assignments B.2.b). Students are evaluated on critical papers that use clear, logical, and precise prose (Methods of Evaluation A) and on a written final examination (Assignments E). Oral communication is developed through reading aloud of texts (Assignments C) and individual or small group presentations assessed for accuracy of content, timeliness, and interactivity with the class (Methods of Evaluation B). Collaborative exercises occur through group-centered tasks that encourage critical responses to the reading and group presentations with shared division of labor (Methods of Evaluation B).

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	The course cultivates critical thinking through substantial analytical and argumentative writing, including a 1,500-word essay that must demonstrate some achievement of course goals (Assignments B.1). Students evaluate, understand and interpret major texts; compare and contrast the literary and aesthetic differences between Victorian and Modern writers; and assess the biographical contexts of works (Outline A, A.3–4). They identify and analyze genre, style, and aesthetic and cultural trends (Outline B), and they interrogate historical, philosophical, social and political issues, including industrialization, Darwinism, colonialism, war, and major thinkers (Outline C). Critical papers are evaluated for clear, logical argument connecting content and technique with historical context (Methods of Evaluation A).
❗	**Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	The course includes diverse perspectives by having students investigate the role of gender, race, religion, sexuality and other cultural influences in Victorian and Modern texts (Outline D). Students analyze the depiction of male and female roles, critique the Anglocentric world view within colonial expansion, and explore the rise of atheism, foregrounding changing values and belief systems (Outline D.1–3). Historical and political contexts such as the Industrial Revolution, Darwinism, colonialism, war, and philosophical movements like socialism and existentialism further situate literature within competing cultural and societal perspectives (Outline C.1–2).

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	The course provides rich global and historical context by having students evaluate major texts from 1830 to the present and read representative works by Victorian and Modern Anglophone writers, including Conrad, Rhys, and Achebe (Outline A.1–2). Students analyze how the Industrial Revolution, Darwinism, colonialism, and war shape literature, including the rising middle class, spiritual anxiety, and warfare(Outline C.1.a–c).
❗	**Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	The course connects literary concepts to real-world and hands-on applications by having students assess how politics, major social events, and philosophical movements shape literature, including the Industrial Revolution, Darwinism, colonialism, war, socialism, and existentialism (Outline C.1–2). Students analyze the socio-political impact of the rising middle class, spiritual anxiety, and technological change, relating texts to concrete historical conditions (Outline C.1.a–c). Group-centered tasks, presentations, and critical papers further require students to apply these contextual insights in collaborative and written work that links artistic technique to historical context (Assignments D; Methods of Evaluation A–B).

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value
	Stage 7: Content Review Matrix Liaison	No Value	No Value
	Stage 8: Dean of Online Learning	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	ELIT 046C	ELIT 046C
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA
	Cross-Listed/ Related Course Information	NA	NA
	Cross-Listed/ Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/ YYYY)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
	Curriculum Office Notes	• Tech. change to prerequisite statement; see memo appr. 6/18/19 (effect. F20).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc	• Tech. change to prerequisite statement; see memo appr. 6/18/19 (effect. F20).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value

Changed	Questions	Current Version	Proposed Version					
	Stage 3: DEI	No Value						
			Date	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			4/9/2026	Basic Course Information	Course Description	Suggested	Consider minor revisions to use welcoming, student-centered language and minimize the use of impersonal, course-centered language, and to describe the knowledge, skills, and abilities students will gain upon the completion of the course	Y

Changed	Questions	Current Version	Proposed Version			
			4/9/2026	Specifications	Examples of Required Primary Texts and References	Thanks for providing this example of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered low cost at De Anza if they are under $50.00. If there is no representative OER textbook, please let me know in the initiator response box. Please also let me know in the initiator response box if your textbook is	Y

Changed	Questions	Current Version	Proposed Version				
						low cost, and consider adding this information to the DEI Box if appropriate. This will satisfy the required component of this edit.	
			4/9/2026	Specifications	Examples of Primary Texts and References	Suggested	Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.)? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.	Y

Changed	Questions	Current Version	Proposed Version			
					Do any assignments do one or more of the following: (1) Provide choices in how students demonstrate proficiency; (2) Encourage students to connect course content to their own life, background, and experiences;	
			4/9/2026	SpecificationsAssignments	Suggested	(3) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider noting this for the relevant assignment. If not appropriate, let me know in the Initiator response box. Y

Changed	Questions	Current Version	Proposed Version				
			4/9/2026	Specifications	Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If not appropriate, let me know in the initiator response box.	Y
	Stage 4: Articulation Officer	No Value	No Value					
	Stage 5: De Anza General Education	No Value	No Value					
	Stage 6: Content Review Matrix Liaison	No Value	No Value					
	Stage 7: Dean of Online Learning	No Value	No Value					

Changed	Questions	Current Version	Proposed Version
❗	**Stage 8: SLO Coordinator**	No Value	

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
5/1/2026	Learning Outcomes	CSLO #1	Required	Understanding of the prevailing economic, philosophical and ideological views of British culture during this period. Student learning Outcome needs to begin with a Bloom's Taxonomy verb. Suggestion. Demonstrate an understanding of the prevailing economic, philosophical and ideological views of British culture during this period.	Y

	Stage 10: Curriculum Committee	No Value	No Value

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	ELITD046C
	Distance Education Approved	No
	Board of Trustees Approval Date	

Changed	Field	Current Version
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000221005

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	

De Anza College

Change Report

06/08/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
A-Matrix Form	Objective 2: Compose essays drawn from personal experience and assigned texts.
A-Matrix Form	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.
A-Matrix Form	Objective 4: Create syntactically varied sentences that are free of mechanical errors.
A-Matrix Form	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Section	Changed field
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Comments	Stage 3: DEI
Comments	Stage 4: Articulation Officer
Comments	Stage 6: Content Review Matrix Liaison
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• Shameka Walker	• Tim Shively
	Course ID (CB01A and CB01B)	ELITD047B	ELITD047B
	Course Control Number	CCC000567536	CCC000567536
	Course Title (CB02)	World Literature: Africa and Latin America	World Literature: Africa and Latin America
	Short Course Title	WORLD LIT: AFRICA AND LATIN AM	WORLD LIT: AFRICA AND LATIN AM
	TOP Code (CB03)	1503.00	1503.00 Comparative Literature

Changed	Field	Current Version	Proposed Version
	CIP Code	Comparative Literature	16.0104 Comparative Literature
	Department	ELIT - English Literature	ELIT - English Literature
!	**Effective Term**	Fall 2025	Fall ~~2025~~ 2027
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
!	**Course Description**	A comparative literature survey, "World Literature: Africa and Latin America" studies the works of literature of both Africa and Latin America from colonial times up to the present, in English and translation. The diversity of literature produced in both Northern and Sub-Saharan Africa, Latin America (including Brazil and the Caribbean), and various contemporary diasporas around the globe will be covered. The historically asynchronous approach investigates shared literary movements across national, linguistic, religious, and other social strata.	A comparative literature survey, "World Literature: Africa and Latin America" studies the works of literature of both Africa and Latin America from colonial times up to the present, in English and translation. The diversity of literature produced in both Northern and Sub-Saharan Africa, Latin America (including Brazil and the Caribbean), and various contemporary diasporas around the globe will be covered. The historically asynchronous approach investigates shared literary movements across national, linguistic, religious, and other social contexts.
	Course Type (CB27)	• Lower Division	• Lower Division
!	**Mode of Delivery**	No value	• In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	**Discipline 1**	No value	• English
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	**FSA**	No value	• FHDA FSA - ENGLISH

Formerly Statement

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is a major preparation requirement in the discipline of English for at least one CSU or UC. This course also meets a general education requirement for De Anza, and Cal-GETC. This course belongs on the English AA Degree. This course focuses on the study of African and Latin American literature from the Colonial era to the present. The historically asynchronous approach investigates shared literary movements across national, linguistic, religious, and other social strata.	This course is a major preparation requirement in the discipline of English for at least one CSU or UC. This course also meets a general education requirement for De Anza, and Cal-GETC. This course belongs on the English AA Degree. This course focuses on the study of African and Latin American literature from the Colonial era to the present. The historically asynchronous approach investigates shared literary movements across national, linguistic, religious, and other social strata.

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No	No

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	No	No

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/ noncredit course?	No	No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No	No

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	

Changed	Field	Current Version	Proposed Version
	Does the course have a Foothill equivalent?	No	No

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	In it's focus upon the shared colonial legacies and their aftermath of Africa and Latin America, the course invites a comparison of the diverse linguistic, cultural, ethnic and political traditions in the histories of the peoples on both continents.
!	**Please check all areas in the COR that address DEI.**	No value	• Basic Course Information - Course Description • Specifications - Examples of Primary Texts and References

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/ Challenge	☐	☐

Changed	Field	Current Version	Proposed Version
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	
	Will the course fulfill a UC/CSU lower-division major requirement?	No	No
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	Yes	Yes

Associated Programs

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program** Cal-GETC **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Cal-GETC **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Cal-GETC (In Development) **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Cal-GETC (In Development) **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program English **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** English **Award Type** Associate in Arts (A.A.) Degree
		Associated Program English **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** English **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU

Changed	Field	Current Version	Proposed Version
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved
	GE Information	**System/ Institution** Cal-GETC **Area(s)** • CA3B - Approved. **-** No value **System/ Institution** De Anza GE **Area(s)** • 2G3X - Approved. **-** No value	**System/ Institution** Cal-GETC **Area(s)** • CA3B - Approved. **-** No value **System/ Institution** De Anza GE **Area(s)** • 2G3X - Approved. **-** No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	4	4
	Lecture Hours - Out of Class	8	8
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144
	Lecture Hours - Course In-Class (Contact) per Term	48	48
	Lecture Hours - Course Out-of-Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	48	48
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4	4
	Total Credit Units - Maximum Credit Units	4	4

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0

Changed	Field	Current Version	Proposed Version
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading In-class essays Quiz and examination review performed in class Homework and extended projects Guest speakers Collaborative learning and small group exercises	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading In-class essays Quiz and examination review performed in class Homework and extended projects Guest speakers Collaborative learning and small group exercises

Changed	Field	Current Version	Proposed Version
❗	**Assignments**	1. At least 50 pages of reading per week of both primary and critical texts. 2. At least 2500 words of evaluated analytical writing on assigned readings. Of this total: 1. Approximately 1000 must be an analytical and/or argumentative essay about the assigned reading including both primary texts and critical analyses. 2. The remaining will be fulfilled in 1. A final exam 2. A variety of assignments such as a midterm, in-class essays and additional papers.	1. At least 50 pages of reading per week of both primary and critical texts. 2. Assigned group work with classmates to address concerns which arise from individual literary texts. 3. At least 2500 words of evaluated analytical writing on assigned readings. Of this total: 1. Approximately 1000 must be an analytical and/or argumentative essay about the assigned reading including both primary texts and critical analyses. 1. This essay will demonstrate proficiency in MLA documentation guidelines. 2. This essay will demonstrate efforts at revision, including proofread to address problems of style, grammar and useage. 2. The remaining will be fulfilled in 1. A final exam 2. A variety of assignments such as a midterm, in-class essays and additional papers.

Changed	Field	Current Version	Proposed Version
❗	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation** 1. Guided analysis paper to assess mastery of concepts and ability to apply them to course readings. 2. Final exam to assess comprehensive knowledge of course concepts and readings. 3. Quizzes and mid-term to assess comprehension will be evaluated based upon accuracy of responses based on close readings of assigned tests. 4. In-class essays and additional papers to assess reading comprehension and analysis will be evaluated based upon accuracy of textual analysis and ability to synthesize ideas from close readings of assigned texts. 5. Reader response journals, oral/written reports, class contributions to assess student preparedness and comprehension of individual course concepts and readings will be evaluated based upon accuracy of close readings of assigned texts.	**Methods of Evaluation** Methods of Evaluation

Changed	Field	Current Version	Proposed Version
			Methods of Evaluation 1. Guided analysis paper to assess mastery of concepts and ability to apply them to course readings. 2. Final exam to assess comprehensive knowledge of course concepts, readings and multiple critical perspectives. 3. Quizzes and mid-term to assess comprehension will be evaluated based upon accuracy of responses based on close readings of assigned tests. 4. In-class essays and additional papers to assess reading comprehension and analysis will be evaluated based upon accuracy of textual analysis and ability to synthesize ideas from close readings of assigned texts. 5. Reader response journals, oral/written reports, class contributions to assess student preparedness and comprehension of individual course concepts and readings will be evaluated based upon accuracy of close readings of assigned texts.

Changed	Field	Current Version	Proposed Version
❗	**Essential Student Materials/ Essential College Facilities**	**Essential Student Materials:** • None. **Essential College Facilities:** • None.	**Essential Student Materials:** • None **Essential College Facilities:** • None

Changed	Field	Current Version	Proposed Version
!	**Examples of Primary Texts and References**	**Title** No value **Author** Donnell, Alison and Sarah Laswon Welsh, editors. The Routledge Reader in Caribbean Literature. London: Routledge, 1996. **Publisher** No value **Date/ Edition** No value **ISBN** No value	**Title** No value **Author** Donnell, Alison and Sarah Laswon Welsh, editors. The Routledge Reader in Caribbean Literature. London: Routledge, 1996. **Publisher** No value **Date/ Edition** No value **ISBN** No value
		Title No value **Author** Kalu, Anthonia C., Editor. The Rienner Anthology of African Literature. Boulder: Lynne Rienner Publishers, Inc., 2007. **Publisher** No value **Date/ Edition** No value **ISBN** No value	**Title** No value **Author** Kalu, Anthonia C., Editor. The Rienner Anthology of African Literature. Boulder: Lynne Rienner Publishers, Inc., 2007. **Publisher** No value **Date/ Edition** No value **ISBN** No value
		Title No value **Author** Monegal, Emir Rodgíguez, editor. The Borzio Anthology of Latin American Literature. New York: Alfred A. Knopf, 1977. **Publisher** No value **Date/ Edition** No value **ISBN** No value	**Title** No value **Author** Monegal, Emir Rodgíguez, editor. The Borzio Anthology of Latin American Literature. New York: Alfred A. Knopf, 1977. **Publisher** No value **Date/ Edition** No value **ISBN** No value
		Title No value	**Title** No value

Changed	Field	Current Version	Proposed Version
		Author Ojaide, Tanure and Tijan M. Sallah. The New African Poetry: An Anthology. Boulder: Lynne Rienner Publishers, 1999. **Publisher** No value **Date/ Edition** No value **ISBN** No value	**Author** Ojaide, Tanure and Tijan M. Sallah. The New African Poetry: An Anthology. Boulder: Lynne Rienner Publishers, 1999. **Publisher** No value **Date/ Edition** No value **ISBN** No value
		Title No value **Author** Tapscott, Stephen. Twentieth-Century Latin American Poetry: A Bilingual Anthology. Austin: University of Texas Press, 1996. **Publisher** No value **Date/ Edition** No value **ISBN** No value	**Title** No value **Author** Tapscott, Stephen. Twentieth-Century Latin American Poetry: A Bilingual Anthology. Austin: University of Texas Press, 1996. **Publisher** No value **Date/ Edition** No value **ISBN** No value
			Title Relations: An Anthology of African and Diaspora Voices. **Author** Brew-Hammond, Nana Ekua, Editor. **Publisher** Harper-Collins **Date/ Edition** 2023 **ISBN** No value

Changed	Field	Current Version	Proposed Version
!	**Suggested Reading List**	**Reading List** Achebe, Chinua. Things Fall Apart. 1959. New York: Anchor Books Edition, 1994. **May include, but are not limited to** No value **Reading List** Allende, Isabel. The Stories of Eva Luna. 1989. Translated by Margaret Sayers Peden. New York: Bantam Books, 1991. **May include, but are not limited to** No value **Reading List** Borges, Jorge Luis. Labyrinths: Selected Stories & Other Writings. 1962. New York: New Directions Publishing Corporation, 1964. **May include, but are not limited to** No value **Reading List** Carpentier, Alejo. The Kingdom of this World. 1949. Translated by Harriet de Onís. New York: The Noonday Press, 1989	**Reading List** List

Changed	Field	Current Version	Proposed Version
		May include, but are not limited to No value	**May include, but are not limited to** Achebe, Chinua. Things Fall Apart. 1959. New York: Anchor Books Edition, 1994. Allende, Isabel. The Stories of Eva Luna. 1989. Translated by Margaret Sayers Peden. New York: Bantam Books, 1991. Borges, Jorge Luis. Labyrinths: Selected Stories & Other Writings. 1962. New York: New Directions Publishing Corporation, 1964. Carpentier, Alejo. The Kingdom of this World. 1949. Translated by Harriet de Onís. New York: The Noonday Press, 1989. Coetzee, J.M. Foe. New York: Penguin Books, 1987. Cortázar, Julio. "Blow-up" and Other Stories. New York: Pantheon Books, 1967. Couto, Mia. Sleepwalking Land. 1992. Translated by David Brookshaw. London: Serpent's Tail, 2006. Dangarembga, Tsitsi. Nervous Conditions. 1988. Oxfordshire, UK: Ayebia Clarke Publishing Ltd., 2004. Emecheta, Buchi. The Bride Price. New York: George Braziller, Inc., 1976. Fuentes, Carlos. The Death of Artemio Cruz. Translated by Sam Hileman. New York: Farrar, Straus & Giroux, 1964. García Márquez, Gabriel. One Hundred Years of Solitude. 1967. Translated by Gregory Rabassa. New York: Harper Collins, 1970. González Echevarría, Roberto and Enrique Pupo-Walker, editors. The Cambridge History of Latin American Literature. Cambridge: Cambridge University Press, 1996. Gordimer, Nadine. "Jump"
		Reading List Coetzee, J.M. Foe. New York: Penguin Books, 1987. **May include, but are not limited to** No value	
		Reading List Cortázar, Julio. "Blow-up" and Other Stories. New York: Pantheon Books, 1967. **May include, but are not limited to** No value	
		Reading List Couto, Mia. Sleepwalking Land. 1992. Translated by David Brookshaw. London: Serpent's Tail, 2006. **May include, but are not limited to** No value	
		Reading List Dangarembga, Tsitsi. Nervous Conditions. 1988. Oxfordshire, UK: Ayebia Clarke Publishing Ltd., 2004	

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		May include, but are not limited to No value	and Other Stories. New York: Farrar, Staus, Giroux, 1991. Habila, Helen, editor. The Granta Book of the African Short Story. London: Granta Books, 2013. Inés de la Cruz, Sor Juana. The Answer/La Respuesta: Including a Selection of Poems. Critical Edition and Translation by Electa Arenal and Amanda Powell. New York: The Feminist Press at the City University of New York, 1994. Infante, G. Cabrera. Three Trapped Tigers. 1967. Translated by Donald Gardner and Suzanne Jill Levine. London: Faber and Faber, 1982. Jeyifo, Biodun, Editor. Modern African Drama. A Norton Critical Edition. New York: W.W. Norton & Co., 2002. Marechera, Dambudzo. The House of Hunger. 1978. Long Grove, IL: Waveland Press, Inc., 2013. Onetti, Juan Carlos. The Shipyard. 1961. Translated by Nick Caistor. London: Serpent's Tail, 1992. Ousmane, Sembène. Xala. [1974]. Translated by Clive Wake. Chicago: Lawrence Hill Books, 1976. Puig, Manuel. Kiss of the Spider Woman. 1976. Translated by Thomas Colchie. New York: Random House, Inc., 1979. Rojer, Olga E. and Joseph O. Aimone, Translators. Founding Fictions of the Dutch Caribbean: Cola Debrot's "My Black Sister" and Boeli van Leeuwen's A Stranger on Earth. New York: Peter Lang Publishing, Inc., 2007. Spindler, William. "Magic
		Reading List Emecheta, Buchi. The Bride Price. New York: George Braziller, Inc., 1976.	
		May include, but are not limited to No value	
		Reading List Fuentes, Carlos. The Death of Artemio Cruz. Translated by Sam Hileman. New York: Farrar, Straus & Giroux, 1964.	
		May include, but are not limited to No value	
		Reading List García Márquez, Gabriel. One Hundred Years of Solitude. 1967. Translated by Gregory Rabassa. New York: Harper Collins, 1970.	
		May include, but are not limited to No value	

Changed	Field	Current Version	Proposed Version
	Reading List	González Echevarría, Roberto and Enrique Pupo-Walker, editors. The Cambridge History of Latin American Literature. Cambridge: Cambridge University Press, 1996.	Realism: A Typology." Forum for Modern Language Studies. 39.1 (1993): 75-85. Vargas Llosa, Mario. Who Killed Palomino Molero? 1986. Translated by Alfred Mac Adam. New York: Collier Books, 1988. Wa Thiong'o, Ngugi. Petals of Blood. New York: E.P. Dutton, 1978.
	May include, but are not limited to	No value	
	Reading List	Gordimer, Nadine. "Jump" and Other Stories. New York: Farrar, Staus, Giroux, 1991.	
	May include, but are not limited to	No value	
	Reading List	Habila, Helen, editor. The Granta Book of the African Short Story. London: Granta Books, 2013.	
	May include, but are not limited to	No value	
	Reading List	Inés de la Cruz, Sor Juana. The Answer/La Respuesta: Including a Selection of Poems. Critical Edition and Translation by Electa Arenal and Amanda Powell. New York: The Feminist Press at the City University of New York, 1994.	

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		May include, but are not limited to No value	
		Reading List Infante, G. Cabrera. Three Trapped Tigers. 1967. Translated by Donald Gardner and Suzanne Jill Levine. London: Faber and Faber, 1982.	
		May include, but are not limited to No value	
		Reading List Jeyifo, Biodun, Editor. Modern African Drama. A Norton Critical Edition. New York: W.W. Norton & Co., 2002.	
		May include, but are not limited to No value	
		Reading List Marechera, Dambudzo. The House of Hunger. 1978. Long Grove, IL: Waveland Press, Inc., 2013.	
		May include, but are not limited to No value	

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		Reading List Onetti, Juan Carlos. The Shipyard. 1961. Translated by Nick Caistor. London: Serpent's Tail, 1992. **May include, but are not limited to** No value	
		Reading List Ousmane, Sembène. Xala. [1974]. Translated by Clive Wake. Chicago: Lawrence Hill Books, 1976. **May include, but are not limited to** No value	
		Reading List Puig, Manuel. Kiss of the Spider Woman. 1976. Translated by Thomas Colchie. New York: Random House, Inc., 1979. **May include, but are not limited to** No value	
		Reading List Rojer, Olga E. and Joseph O. Aimone, Translators. Founding Fictions of the Dutch Caribbean: Cola Debrot's "My Black Sister" and Boeli van Leeuwen's A Stranger on Earth. New York: Peter Lang Publishing, Inc., 2007.	

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	May include, but are not limited to	No value	
	Reading List	Spindler, William. "Magic Realism: A Typology." Forum for Modern Language Studies. 39.1 (1993): 75-85.	
	May include, but are not limited to	No value	
	Reading List	Vargas Llosa, Mario. Who Killed Palomino Molero? 1986. Translated by Alfred Mac Adam. New York: Collier Books, 1988.	
	May include, but are not limited to	No value	
	Reading List	Wa Thiong'o, Ngugi. Petals of Blood. New York: E.P. Dutton, 1978.	
	May include, but are not limited to	No value	

Learning Outcomes

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Apply the concepts and methodology of Postcolonial theory as relevant to the comparative study of literature produced in Africa and Latin America from "Colonialism" to the present. • Examine the early literary production of the European colonies in Africa and Latin America, its emulation of European models and conventions, and the controlling political and social agendas of the various "parent" countries. • Assess the political, social and artistic impetuses which resulted in colonial "adaptation" of literary Romanticism in various colonies at different points in time as well as the lack of such literary production in other colonies. • Investigate the rising impact of United States political and literary trends on Latin American practice and the influence of European educational and cultural models in some African colonies. • Compare the symbiotic evolution of literary modernism between Latin America and Europe and the appropriation of modernist literary strategies by African writers for their own cultural and political purposes. • Analyze the waning of "nationalist" influences in Latin American and African literature and the resulting postmodern/postcolonial literary practices that followed.	• Apply the concepts and methodology of Postcolonial theory as relevant to the comparative study of literature produced in Africa and Latin America from "Colonialism" to the present. • Examine the early literary production of the European colonies in Africa and Latin America, its emulation of European models and conventions, and the controlling political and social agendas of the various "parent" countries. • Assess the political, social and artistic impetuses which resulted in colonial "adaptation" of literary Romanticism in various colonies at different points in time as well as the lack of such literary production in other colonies. • Investigate the rising impact of United States political and literary trends on Latin American practice and the influence of European educational and cultural models in some African colonies. • Compare the symbiotic evolution of literary modernism between Latin America and Europe and the appropriation of modernist literary strategies by African writers for their own cultural and political purposes. • Analyze the waning of "nationalist" influences in Latin American and African literature and the resulting postmodern/postcolonial literary practices that followed.

Changed	Field	Current Version	Proposed Version
	CSLOs	**CSLOs** Comparatively analyze literature of diverse cultural origins. **Expected SLO Performance** 0.0 **CSLOs** Evaluate the historical evolution of a culture's literary traditions. **Expected SLO Performance** 0.0	**CSLOs** Comparatively analyze literature of diverse cultural origins. **Expected SLO Performance** 0.0 **CSLOs** Evaluate the historical evolution of a culture's literary traditions. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
	Course Content	1. Apply the concepts and methodology of Postcolonial theory as relevant to the comparative study of literature produced in Africa and Latin America from "Colonialism" to the present. 1. Survey the various European nations which established a colonial presence in Africa and/or the Americas, their cultural and political agendas and practices. 2. Identify the vast geographical, linguistic, political and other cultural facets still in flux among the various territories, nations and nation states of the two continents. 3. Examine how similar literary practices emerged during different periods on the two continents and in the individual colonies. 4. Study the individual literary movements and practices in light of the course's more comprehensive sociocultural framework. 5. Investigate Western literary models and their historically linear categorization of literary canons (particularly Anglophone writings). 2. Examine the early literary production of the European colonies in Africa and Latin America, its emulation of European models and conventions, and the controlling political and social agendas of the various "parent" countries. 1. The impact of European audiences' expectations on Latin-American colonial literary publication. 1. Religious publications such as the "Relaciones" of the Jesuit priests in colonial Latin America. 2. Secular publications emphasizing the "exotica" of the colonies, such as explorers' journals.	1. Apply the concepts and methodology of Postcolonial theory as relevant to the comparative study of literature produced in Africa and Latin America from "Colonialism" to the present. 1. Survey the various European nations which established a colonial presence in Africa and/or the Americas, their cultural and political agendas and practices. 2. Identify the vast geographical, linguistic, political and other cultural facets still in flux among the various territories, nations and nation states of the two continents. 3. Examine how similar literary practices emerged during different periods on the two continents and in the individual colonies. 4. Study the individual literary movements and practices in light of the course's more comprehensive sociocultural framework. 5. Investigate Western literary models and their historically linear categorization of literary canons (particularly Anglophone writings). 2. Examine the early literary production of the European colonies in Africa and Latin America, its emulation of European models and conventions, and the controlling political and social agendas of the various "parent" countries. 1. The impact of European audiences' expectations on Latin-American colonial literary publication. 1. Religious publications such as the "Relaciones" of the Jesuit priests in colonial Latin America. 2. Secular publications emphasizing the "exotica" of the colonies, such as explorers' journals.

Changed	Field	Current Version	Proposed Version
		3. European literary styles such as the Spanish “Baroque.” 4. Slave narratives and other (European) socially relevant topics. 2. Restrictions and hindrances on the publication of literature in the colonies. 1. Limited opportunities for education meant smaller literate audiences in most	3. European literary styles such as the Spanish “Baroque.” 4. Slave narratives and other (European) socially relevant topics. 2. Restrictions and hindrances on the publication of literature in the colonies. 1. Limited opportunities for education meant smaller literate audiences in most

Changed	Field	Current Version	Proposed Version
		colonies. 2. The printing press outlawed in Brazil. 3. The novel deemed "immoral" by Spain (threat of Inquisitional persecution). 4. African Literature based primarily on oral transmission until the rise of printed literature in the late 19th century. 3. Assess the political, social and artistic impetuses which resulted in colonial “adaptation” of literary Romanticism in various colonies at different points in time as well as the lack of such literary production in other colonies. 1. Influence of revolutionary political movements such as the French and American revolutions on Latin American intellectual activity. 2. Smuggling and surreptitious distribution of banned materials, such as the contraband trade in the Carribean and external publication of African texts in nations other than the “parent” countries. 3. The rise of literary Romanticism across Europe. 1. Influence of European figures such as Leautreamont and Wordsworth in Latin America. 2. The prohibition of "seditious" foreign texts in some Latin American countries. 4. Movements for political independence in much of 19th century Latin America. 1. The influence of Pan-Latin-American figures such as Bolivar. 2. Incorporation of African culture in Latin America via former slaves. 3. Rise of the abolitionist	colonies. 2. The printing press outlawed in Brazil. 3. The novel deemed "immoral" by Spain (threat of Inquisitional persecution). 4. African Literature based primarily on oral transmission until the rise of printed literature in the late 19th century. 3. Assess the political, social and artistic impetuses which resulted in colonial “adaptation” of literary Romanticism in various colonies at different points in time as well as the lack of such literary production in other colonies. 1. Influence of revolutionary political movements such as the French and American revolutions on Latin American intellectual activity. 2. Smuggling and surreptitious distribution of banned materials, such as the contraband trade in the Carribean and external publication of African texts in nations other than the “parent” countries. 3. The rise of literary Romanticism across Europe. 1. Influence of European figures such as Leautreamont and Wordsworth in Latin America. 2. The prohibition of "seditious" foreign texts in some Latin American countries. 4. Movements for political independence in much of 19th century Latin America. 1. The influence of Pan-Latin-American figures such as Bolivar. 2. Incorporation of African culture in Latin America via former slaves. 3. Rise of the abolitionist

Changed	Field	Current Version	Proposed Version
		novel in Latin America. 5. African literary production largely ignored outside the individual colonies until the independence movements of the later 20th century. 1. Africa/Africans featured in the literature of 19th century European writers. 2. Impact of abolitionist movement on European colonies in Africa. 4. Investigate the rising impact of United States political and literary trends on Latin American practice and the influence of European educational and cultural models in some African colonies. 1. Emergence of nationalism and conservative political regimes. 1. Consolidation of power by South American “caudillos.” 2. Role of church in justifying conservative governments. 3. Post WWII colonial withdrawals and the rise of Nationalist African Literature. 4. South African Apartheid and the International response 2. Imperialist/Expansionist activities of United States government. 1. The Monroe Doctrine 2. The Spanish-American War 3. The U.S.-Mexican War 4. Cold-War policies. 3. Impact of socially deterministic philosophies. 1. Influence of Positivism across early 20th century Latin America. 2. Influence of Marxism in Latin America and Africa. 4. Literary realism as social critique. 1. Influence of post-	novel in Latin America. 5. African literary production largely ignored outside the individual colonies until the independence movements of the later 20th century. 1. Africa/Africans featured in the literature of 19th century European writers. 2. Impact of abolitionist movement on European colonies in Africa. 4. Investigate the rising impact of United States political and literary trends on Latin American practice and the influence of European educational and cultural models in some African colonies. 1. Emergence of nationalism and conservative political regimes. 1. Consolidation of power by South American “caudillos.” 2. Role of church in justifying conservative governments. 3. Post WWII colonial withdrawals and the rise of Nationalist African Literature. 4. South African Apartheid and the International response 2. Imperialist/Expansionist activities of United States government. 1. The Monroe Doctrine 2. The Spanish-American War 3. The U.S.-Mexican War 4. Cold-War policies. 3. Impact of socially deterministic philosophies. 1. Influence of Positivism across early 20th century Latin America. 2. Influence of Marxism in Latin America and Africa. 4. Literary realism as social critique. 1. Influence of post-

Changed	Field	Current Version	Proposed Version
		romantic European and American authors/social critics (e.g. Emile Zola, Mark Twain, etc.). 2. Rise of Costumbrista and other Latin American “realist” rooted movements. 3. Development of "Negritude" and other ethnically centered movements. 4. Rise of Social Realism in post-independence Africa (e.g. Ngugi). 5. Appropriation of Democracy as an artistic creed. 1. Influence of United States figures such as Walt Whitman 2. Critical reconfiguring of democratic models by Latin American authors such as Pablo Neruda. 3. Rise of "Testimonio" literature and "liberation theologians" such as Ernesto Cardenal 5. Compare the symbiotic evolution of literary modernism between Latin America and Europe and the appropriation of modernist literary strategies by African writers for their own cultural and political purposes. 1. Analyze the ruptures within nationalist cultural models and the movement(s) towards ironic/revolutionary cultural politics. 2. Rise of the avant garde and “modernismo” in Latin America. 1. Rejection of "rational supremacy” (i.e. Surrealism and Dadaism). 2. Emphasis on formal innovation. 3. Tendency to violate convention. 3. Literary reclaiming of ancestral traditions, practices. 1. The rise of Indigenismo	romantic European and American authors/social critics (e.g. Emile Zola, Mark Twain, etc.). 2. Rise of Costumbrista and other Latin American “realist” rooted movements. 3. Development of "Negritude" and other ethnically centered movements. 4. Rise of Social Realism in post-independence Africa (e.g. Ngugi). 5. Appropriation of Democracy as an artistic creed. 1. Influence of United States figures such as Walt Whitman 2. Critical reconfiguring of democratic models by Latin American authors such as Pablo Neruda. 3. Rise of "Testimonio" literature and "liberation theologians" such as Ernesto Cardenal 5. Compare the symbiotic evolution of literary modernism between Latin America and Europe and the appropriation of modernist literary strategies by African writers for their own cultural and political purposes. 1. Analyze the ruptures within nationalist cultural models and the movement(s) towards ironic/revolutionary cultural politics. 2. Rise of the avant garde and “modernismo” in Latin America. 1. Rejection of "rational supremacy” (i.e. Surrealism and Dadaism). 2. Emphasis on formal innovation. 3. Tendency to violate convention. 3. Literary reclaiming of ancestral traditions, practices. 1. The rise of Indigenismo

Changed	Field	Current Version	Proposed Version
		in 20th century Latin America. 2. “Mythopeic” African authors such as Chinua Achebe. 4. Influence of modernism on Post-Independence African authors. 1. Emphasis on formal experimentation (e.g. Wole Soyinka). 2. Rejection of totalitarian governments and political activism (e.g. Christopher Okigbo). 6. Analyze the waning of “nationalist” influences in Latin American and African literature and the resulting postmodern/postcolonial literary practices that followed. 1. The Latin American "Boom" and emergence of Latin America as a literary "center." 1. Buenos Aires and Mexico City develop as Latin American cultural capitals. 2. Spread of Magical Realism across and beyond Latin America. 2. Rise of magical realism as the dominant “mode” of African Fiction. 1. Disillusionment with corruption of African-centered governments. 2. Influence of Latin-American magic-realists on African writers. 3. Displacement strategy for writers working under political oppression. 3. The development of politically self-conscious literature. 1. Development of defamiliarization strategies to emphasize constructedness of narrative. 2. African “Third Generation” poets. 3. Feminist authors such	in 20th century Latin America. 2. “Mythopeic” African authors such as Chinua Achebe. 4. Influence of modernism on Post-Independence African authors. 1. Emphasis on formal experimentation (e.g. Wole Soyinka). 2. Rejection of totalitarian governments and political activism (e.g. Christopher Okigbo). 6. Analyze the waning of “nationalist” influences in Latin American and African literature and the resulting postmodern/postcolonial literary practices that followed. 1. The Latin American "Boom" and emergence of Latin America as a literary "center." 1. Buenos Aires and Mexico City develop as Latin American cultural capitals. 2. Spread of Magical Realism across and beyond Latin America. 2. Rise of magical realism as the dominant “mode” of African Fiction. 1. Disillusionment with corruption of African-centered governments. 2. Influence of Latin-American magic-realists on African writers. 3. Displacement strategy for writers working under political oppression. 3. The development of politically self-conscious literature. 1. Development of defamiliarization strategies to emphasize constructedness of narrative. 2. African “Third Generation” poets. 3. Feminist authors such

Changed	Field	Current Version	Proposed Version
		as Isabelle Allende and Bessie Head. 4. “Nihlist” authors such as Dambudzo Marechera.	as Isabelle Allende and Bessie Head. 4. “Nihlist” authors such as Dambudzo Marechera.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ENGL C1000 or ENGL C1000H or ESL D005.	ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)

Changed	Questions	Current Version	Proposed Version
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
!	**Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.**	No Value	Course Outline F: Analyze the waning of “nationalist” influences in Latin American and African literature and the resulting postmodern/postcolonial literary practices that followed.
!	**Objective 2: Compose essays drawn from personal experience and assigned texts.**	No Value	Assignments C1: Approximately 1000 must be an analytical and/or argumentative essay about the assigned reading including both primary texts and critical analyses.
!	**Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.**	No Value	Assignments C.1.1: This essay will demonstrate proficiency in MLA documentation guidelines.

Changed	Questions	Current Version	Proposed Version
❗	**Objective 4: Create syntactically varied sentences that are free of mechanical errors.**	No Value	Assignments C.1.2: This essay will demonstrate efforts at revision, including proofreading to address problems of style, grammar and useage.
❗	**Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.**	No Value	Methods of Evaluation B: Final exam to assess comprehensive knowledge of course concepts, readings and multiple critical perspectives.

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/ controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/ Licensing/ Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
!	**Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline A: Apply the concepts and methodology of Postcolonial theory as relevant to the comparative study of literature produced in Africa and Latin America from "Colonialism" to the present.
!	**Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Assignments B: Assigned group work with classmates to address concerns which arise from individual literary texts. Assigned group work with classmates to address concerns which arise from individual literary texts. Assignments C: At least 2500 words of evaluated analytical writing on assigned readings. Methods of Evaluation E: Reader response journals, oral/written reports, class contributions to assess student preparedness and comprehension of individual course concepts and readings will be evaluated based upon accuracy of close readings of assigned texts.
!	**Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Methods of Evaluation A: Guided analysis paper to assess mastery of concepts and ability to apply them to course readings.

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline E: Compare the symbiotic evolution of literary modernism between Latin America and Europe and the appropriation of modernist literary strategies by African writers for their own cultural and political purposes.

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline C: Assess the political, social and artistic impetuses which resulted in colonial “adaptation” of literary Romanticism in various colonies at different points in time as well as the lack of such literary production in other colonies.
❗	**Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Methods of Evaluation A: Guided analysis paper to assess mastery of concepts and ability to apply them to course readings.

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Stage 7: Content Review Matrix Liaison	No Value	No Value
	Stage 8: Dean of Online Learning	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	ELIT 047B	ELIT 047B
	Course Status	Substantial	Substantial
	Course Characteristics	NA	NA
	Cross-Listed/ Related Course Information	NA	NA
	Cross-Listed/ Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/ YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/ YYYY)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Curriculum Office Notes	• Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -sw	• Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -sw

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value

Changed	Questions	Current Version	Proposed Version					
❗	**Stage 3: DEI**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			4/9/2026	Basic Course Information	Course Description	Suggested	Consider minor revisions to use welcoming, student-centered language and minimize the use of impersonal, course-centered language, and to describe the knowledge, skills, and abilities students will gain upon the completion of the course.	Y

Changed	Questions	Current Version	Proposed Version			
			4/9/2026	Specifications	Examples of Required Primary Texts and References	Thanks for providing these examples of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered low cost at De Anza if they are under $50.00. **If there is no representative OER textbook, please let me know in the initiator response box. Please also let me know in the initiator response box if your textbook is low cost, and consider adding this information to the DEI Box if**	I could find no OER text in the Open Educational Resources Initiative collection. Frankly, the list of anthologies is limited by genre, nation and other constraints--in as much as there is no text I'm aware of that combines both the African and Latin American traditions, a student would need to acquire a minimum of 2 anthologies. Were I to teach the course, I'd probably lean towards longer, representative works of fiction, which can be acquired used for low cost.

Changed	Questions	Current Version	Proposed Version				
						appropriate. This will satisfy the required component of this edit - thanks! Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.)? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.	
			4/9/2026	Specifications	Examples of Primary Texts and References	Suggested	Y, for the most part.

Changed	Questions	Current Version	Proposed Version		
			4/9/2026 SpecificationsAssignmentsSuggested	Do assignments do one or more of the following: (1) Provide choices in how students demonstrate proficiency; (2) Encourage students to connect course content to their own life, background, and experiences; (3) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	I think in totality, yes there are a range of assignment types which, in the hands of a good instructor would be further supplemented by applications that would include visual, kinesthetic and other learning styles. But it's hard to gauge how an individual instructor might avail themselves of the various options.

Changed	Questions	Current Version	Proposed Version				
			4/9/2026	Specifications	Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	Ditto relative to previous response.

Changed	Questions	Current Version	Proposed Version					
❗	**Stage 4: Articulation Officer**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			04/25/26	Specifications	Primary Texts	Required	In order to maintain UC-transferability status, at least one primary text must have been published within seven years of the effective date of the course. For courses effective Fall 2027, at least one text must be published 2020 or more recent. Please add or replace a textbook to ensure we are meeting the recency requirement. Thank you!	Y
			05/01/26	Specifications	Primary Texts	Required	It looks like you may have forgotten to click "save". Please be sure to update the list of Primary texts to ensure that at least one text was published 2020 or more recent. The course cannot be UC-transferable without it.	
	Stage 5: De Anza General Education	No Value	No Value					
❗	**Stage 6: Content Review Matrix Liaison**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			5/4/26	Matrix A	all that apply	Required	please complete for your English advisory	Y
	Stage 7: Dean of Online Learning	No Value	No Value					

Changed	Questions	Current Version	Proposed Version
	Stage 8: SLO Coordinator	No Value	No Value
	Stage 10: Curriculum Committee	No Value	No Value

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	ELITD047B
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000567536

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	

De Anza College

Change Report

06/08/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes	CSLOs
B-Matrix Form	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.
B-Matrix Form	Objective 2: Develop analytical ideas and topics for essays.
B-Matrix Form	Objective 3: Compose and support thesis statements for analytical essays.
B-Matrix Form	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

Section	Changed field
B-Matrix Form	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.
B-Matrix Form	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.
H-Matrix Form	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Section	Changed field
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Comments	Stage 3: DEI
Comments	Stage 6: Content Review Matrix Liaison
Comments	Stage 8: SLO Coordinator
Course Justification	Course Justification
DEI Review	Please check all areas in the COR that address DEI.
DEI Review	Please summarize the ways in which your course includes DEI.

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• Mi Chang	• Brian Malone • Quinn, Roseanne
	Course ID (CB01A and CB01B)	ELITD48AH	ELITD48AH
	Course Control Number	CCC000592160	CCC000592160
	Course Title (CB02)	Major American Writers (Colonial to Romantic, 1620-1865) - HONORS	Major American Writers (Colonial to Romantic, 1620-1865) - HONORS
	Short Course Title	MAJ AMER WRTRS (1620-1865)-HON	MAJ AMER WRTRS (1620-1865)-HON
	TOP Code (CB03)	1501.00	1501.00 English

Changed	Field	Current Version	Proposed Version
	CIP Code	English Language and Literature, General	23.0101 English Language and Literature, General
	Department	ELIT - English Literature	ELIT - English Literature
❗	**Effective Term**	Fall 2025	Fall ~~2025~~ 2027
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
❗	**Course Description**	This course explores the reading and critical analysis of representative works by diverse writers such as William Bradford, Anne Bradstreet, Jonathan Edwards, Ben Franklin, Thomas Jefferson, James Fenimore Cooper, Edgar Allan Poe, Nathaniel Hawthorne, Herman Melville, Frederick Douglass, Harriet Jacobs, Harriet Beecher Stowe, Elias Boudinot, Chief Seattle, Sojourner Truth, Ralph Waldo Emerson, Margaret Fuller, and Henry David Thoreau. Because this is an honors program course, students will be expected to complete extra assignments to gain deeper insight in literature.	Students will read and analyze critically representative works by diverse writers such as William Bradford, Anne Bradstreet, Jonathan Edwards, Mary Rowlandson, Benjamin Franklin, Thomas Jefferson, Phillis Wheatley, James Fenimore Cooper, Edgar Allan Poe, Nathaniel Hawthorne, Herman Melville, Frederick Douglass, Harriet Jacobs, Harriet Beecher Stowe, Chief Seattle, Sojourner Truth, Ralph Waldo Emerson, Margaret Fuller, and Henry David Thoreau. Students will acquire knowledge of the relevant literary, historical, and cultural periods. Students will develop critical thinking skills through the analysis of literary form, style, genre, as well as through critical analysis of social identities and formations in these eras. Because this is an honors program course, students will gain deeper insight in literary studies by completing additional assignments.
	Course Type (CB27)	• Lower Division	• Lower Division
❗	**Mode of Delivery**	No value	• In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• English
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - ENGLISH

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is a major preparation requirement in the discipline of English for at least one CSU or UC. This course also meets a general education requirement for De Anza and Cal-GETC and belongs on the English AA Degree. It develops students' understanding of the critical discourse necessary for interpreting literary works of this period, and ability to analyze literary works from multiple critical perspectives. This course is the honors version and as a result, includes more advanced assignments and assessments.	This course is a major preparation requirement in the discipline of English for at least one CSU or UC. This course also meets a general education requirement for De Anza and Cal-GETC and belongs on the English AA ~~Degree.~~ and AA-T degrees. It develops students' understanding of the critical discourse necessary for interpreting literary works of this period, and ability to analyze literary works from multiple critical perspectives. This course is the honors version and as a result, includes more advanced assignments and assessments.

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No	No

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	Yes - don't forget to duplicate the revisions in the honors/non-honors course	Yes - don't forget to duplicate the revisions in the honors/non-honors course

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/ noncredit course?	No	No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No	No

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No

DEI Review

Changed	Field	Current Version	Proposed Version
❗	**Please check all areas in the COR that address DEI.**	No value	• Specifications - Assignments • Specifications - Examples of Primary Texts and References • Outline - Course Outline • Basic Course Information - Course Description • Specifications - Methods of Evaluation

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	The course description uses student-centered language and describes the skills that students will learn in the course. To support student access to the assigned texts in this class, this course provides a primary text option that is a free open educational resource (OER) anthology. The primary texts options use accessible and inclusive language, explain technical terms, include diverse authors, voices, and perspectives, and engage in current debates in the field that are relevant to students. To support equity, this course provides the option for the instructor to assign a project in place of more traditional assignments to account for a significant amount of the required writing. This option would help to support diverse learning styles and practices. The Methods of Evaluation specifies that examples of strong responses to the formal paper assignment to clarify expectations. The reading and critical practices modeled in this course (as per the outline) foreground an investigation of how race, gender, religion, sexuality, and other identities and cultural categories are formed and deployed in this period. These reading and critical practices will engage students from diverse backgrounds and provide tools to help them understand their own lives and experiences in our own time.

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/ Challenge	☐	☐
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	

Changed	Field	Current Version	Proposed Version
	Will the course fulfill a UC/CSU lower-division major requirement?	No	No
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	Yes	Yes

Associated Programs

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program** Cal-GETC **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Cal-GETC **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Cal-GETC (In Development) **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Cal-GETC (In Development) **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program English **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** English **Award Type** Associate in Arts (A.A.) Degree
		Associated Program English **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** English **Award Type** Associate in Arts (A.A.) Degree
		Associated Program English for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** English for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program English for Transfer (In Development)	**Associated Program** English for Transfer (In Development)

Changed	Field	Current Version	Proposed Version
		Award Type Associate in Arts for Transfer (A.A.-T.) Degree	**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved

Changed	Field	Current Version	Proposed Version
	GE Information	**System/ Institution** C-ID **Area(s)** • ENGL - Approved. **-** C-ID ENGL 130 **System/ Institution** Cal-GETC **Area(s)** • CA3B - Approved. **-** No value **System/ Institution** De Anza GE **Area(s)** • 2G3X - Approved. **-** No value	**System/ Institution** C-ID **Area(s)** • ENGL - Approved. **-** C-ID ENGL 130 **System/ Institution** Cal-GETC **Area(s)** • CA3B - Approved. **-** No value **System/ Institution** De Anza GE **Area(s)** • 2G3X - Approved. **-** No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	4	4
	Lecture Hours - Out of Class	8	8

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144
	Lecture Hours - Course In-Class (Contact) per Term	48	48
	Lecture Hours - Course Out-of-Class per Term	96	96

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	48	48
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4	4
	Total Credit Units - Maximum Credit Units	4	4

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12

Changed	Field	Current Version	Proposed Version
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Quiz and examination review performed in class Homework and extended projects Guest speakers Collaborative learning and small group exercises Collaborative projects	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Quiz and examination review performed in class Homework and extended projects Guest speakers Collaborative learning and small group exercises Collaborative projects

Changed	Field	Current Version	Proposed Version
❗	**Assignments**	1. Students will read a substantial and varied offering of literary works by and about the major writers of this period. Readings may be assigned by author, genre or theme, but will reflect the chronology and literary developments of the period. 2. Students will write at least 2,500 words during the quarter. 1. Approximately 1,500 must be an analytical and/or argumentative essay about the assigned reading and must demonstrate adequate achievement of course goals. 2. The remaining writing requirement: 1. Must include a midterm, final exam or project. 2. May also be drawn from a variety of other activities, such as: reading quizzes; reader responses; reports, summaries;	1. Students will read a substantial and varied offering of literary works by and about the major writers of this period. Readings may be assigned by author, genre or theme, but will reflect the chronology and literary developments of the period. 2. Students will prepare for class discussions by developing conclusions, theories, and hypotheses in response to assigned readings. 3. Students will write at least 2,500 words during the quarter. 1. Approximately 1,500 must be an analytical and/or argumentative essay about the assigned reading and must demonstrate adequate achievement of course goals. 2. The remaining writing requirement: 1. Must include a midterm, final exam or project. 2. May also be drawn from a variety of

Changed	Field	Current Version	Proposed Version
		additional essays, long or short. 3. Students will take a written final examination. 4. The honors project assignment should include one of the following: 1. Additional critical analytical writing of 750-1000 words 2. Teach a 15-20 minute lesson to the class on a figure, text, movement or cultural issue that pertains to the course period or topic, accompanied by a detailed written lesson plan. 3. Annotated Bilbliography of 7-10 primary and critical texts related to the course period or topic, beyond those included in the primary course's assigned texts.	other activities, such as: reading quizzes; reader responses; reports, summaries; additional essays, long or short. 3. May include an assignment that requires students to connect the texts to their own lives, backgrounds, and experiences. 4. Reading aloud of poems and passages. 5. Group-centered tasks that encourage critical responses to the reading. 6. Written final examination. 7. The Honors Project assignment should include one of the following: 1. Additional critical analytical writing of 750-1000 words 2. Teach a 15-20 minute lesson to the class on a figure, text, movement or cultural issue that pertains to the course period or topic, accompanied by a detailed written lesson plan. 3. Annotated Bilbliography of 7-10 primary and critical texts related to the course period or topic, beyond those included in the primary course's assigned texts.

Changed	Field	Current Version	Proposed Version
❗	**Methods of Evaluation**	**Methods of Evaluation**	**Methods of Evaluation** Methods of Evaluation

Changed	Field	Current Version	Proposed Version
	Methods of Evaluation	1. Quizzes to evaluate comprehension and mastery of assigned texts, key terms, and concepts. 2. Participation in class discussion to evaluate ability to make an argument, to think critically, and to use textual support. 3. In-class essays and tests, including final exam with multiple-choice and/or essay components that require students to summarize, integrate, and critically analyze and apply concepts examined throughout the course. 4. Formal papers to evaluate ability to analyze critically and synthesize course materials and to present an argument. 5. Preparing for and leading	**Methods of Evaluation** 1. Quizzes to evaluate comprehension and mastery of assigned texts, key terms, and concepts. 2. Participation in class discussion to evaluate ability to make an argument, to think critically, and to use textual support. 3. In-class essays and tests, including final exam with multiple-choice and/or essay components that require students to summarize, integrate, and critically analyze and apply concepts examined throughout the course. 4. Formal papers to evaluate ability to analyze critically and synthesize course materials and to present an argument. The instructor will provide

Changed	Field	Current Version	Proposed Version
		discussion groups to evaluate ability to analyze texts and to synthesize critical views with texts read in the class. 6. The Honors project assignment would be evaluated for depth of analysis, critical thinking skills, and a comprehensive discussion of the research topic.	examples of strong responses to this assignment to clarify expectations. 5. Preparing for and leading discussion groups to evaluate ability to analyze texts, to synthesize critical approaches, and to use texts and critical concepts to understand our current world. 6. The Honors project assignment would be evaluated for depth of analysis, critical thinking skills, and a comprehensive discussion of the research topic.
	Essential Student Materials/ Essential College Facilities	**Essential Student Materials:** • None. **Essential College Facilities:** • None.	**Essential Student Materials:** • None **Essential College Facilities:** • None

Changed	Field	Current Version	Proposed Version
❗	**Examples of Primary Texts and References**	**Title** No value **Author** The Norton Anthology of American Literature, Vol. 1 and 2, Ninth edition, 2017. Norton. **Publisher** No value **Date/ Edition** No value **ISBN** No value **Title** No value **Author** The Heath Anthology of American Literature, Vol. A, seventh edition, 2013. Cengage Learning. **Publisher** No value **Date/ Edition** No value **ISBN** No value	**Title** Becoming America: An Exploration of American Literature from Precolonial to Post-Revolution. **Author** Kurant, Wendy, editor. **Publisher** University of North Georgia Press. **Date/ Edition** 2019. Digital Edition [Open Educational Resource]. **ISBN** 978-1-940771-46-5 **Title** The Norton Anthology of American Literature. **Author** Levine, Robert S., editor. **Publisher** Norton. **Date/ Edition** 2022. 10th Edition. **ISBN** No value

Changed	Field	Current Version	Proposed Version
!	**Suggested Reading List**	**Reading List** Baym, Nina. Women Writers of the American West, 1833-1927, 2011. **May include, but are not limited to** No value **Reading List** Bell, Michael. The Development of American Romance. 1984 **May include, but are not limited to** No value **Reading List** Bercovitch, Sacvan. The American Jeremaiad. 1978 **May include, but are not limited to** No value **Reading List** Levander, Caroline F. Cradel of Liberty: Race, the Child and National Belonging from Thomas Jefferson to W.E.B. Du Bois. 2006.	**Reading List** List:

Changed	Field	Current Version	Proposed Version
		May include, but are not limited to No value	**May include, but are not limited to** Native American Oral Literature: • Cherokee Songs. • Iroquois Creation Story. • Powhatan's Discourse. • Winnebago Trickster Cycle. Colonization and Settlement Narratives: • Bradford, William. *Of Plymouth Plantation.* • Cabeza de Vaca, Alvar Nunez. *Chronicle of the Narvaez Expedition.* • de Champlain, Samuel. *Voyages of the Sieur de Champlain.* • Columbus, Christopher. "Letter of Discovery." • Smith, John. *The General History of Virginia, New England, and the Summer Isles.* Poetry: • Bradstreet, Anne. *The Tenth Muse.* • Cullen Bryant, William. "The Prairies"; "Thanatopsis." • Poe, Edgar Allan. "Annabel Lee"; "The Raven."
		Reading List Fiedler, Leslie. Love and Death in the American Novel. 1998	
		May include, but are not limited to No value	
		Reading List Gilbert ,Sandra M., and Gubar, Susan. The Norton Anthology of Literature by Women: The Traditions in English. 2007	
		May include, but are not limited to No value	
		Reading List Lawrence, D.H. Studies in Classic American Literature. 2003	
		May include, but are not limited to No value	

Changed	Field	Current Version	Proposed Version
		Reading List Matthiessen , F.O. American Renaissance: Art and Expression in the Age of Emerson and Whitman. 2007	• Wheatley, Phillis. *Poems on Various Subjects, Religious and Moral.* Nonfiction: • de Crevecoeur. *Letters from an American Farmer.* • Douglass, Frederick. *Narrative of the Life*. • Edwards, Jonathan. “Sinners in the Hands of an Angry God.” • Emerson, Ralph Waldo. “Self-Reliance.” • Equiano, Olaudah. *The Narrative of the Life*. • Franklin, Benjamin. *Autobiography*; “The Way to Wealth.” • Jacobs, Harriet. *Incidents in the Life of a Slave Girl.* • Jefferson, Thomas. “Declaration of Independence”; *Notes on the State of Virginia.* • Mather, Cotton. *The Wonders of the Invisible*
		May include, but are not limited to No value	
		Reading List McKay, Nellie; Gates, Henry Louis. The Norton Anthology of African American Literature. 2004	
		May include, but are not limited to No value	
		Reading List Kaplan, Amy. The Anarchy of Empire in the making of U.S. Culture. 2002.	
		May include, but are not limited to No value	
		Reading List Meyerson, Joel. Transcendentalism: A Reader, 2000.	

Changed	Field	Current Version	Proposed Version
		May include, but are not limited to No value	*World.* • Paine, Thomas. “Common Sense.” • Rowlandson, Mary. *A Narrative of the Captivity and Restoration*. • Thoreau, Henry David. “Resistance to Civil Government.” Fiction: • Cooper, James Fenimore. *The Last of the Mohicans.* • Hawthorne, Nathaniel. *The Scarlet Letter*; “Young Goodman Brown.” • Irving, Washington. “The Legend of Sleepy Holllow”; “Rip Van Winkle.” • Melville, Herman. “Bartleby, the Scrivener”; *Benito Cereno*. • Poe, Edgar Allan. “The Man of the Crowd”; “The Masque of the Red Death”; “The Tell-tale Heart.” • Stowe, Harriet Beecher. *Uncle Tom’s Cabin*.
		Reading List Parini, Jay Ed. Oxford Encyclopedia of American Literature. 2004	
		May include, but are not limited to No value	
		Reading List Munk, Linda. The Devil's Mousetrap: Redemption in Colonial American Literature. 1997	
		May include, but are not limited to No value	
		Reading List Ruoff, A. LaVonne Brown. American Indian Literatures: An Introduction. Bibliographic Review and Selected Bibliography. 1990	

Changed	Field	Current Version	Proposed Version
		May include, but are not limited to No value	
		Reading List Slotkin, Richard. Regeneration through Violence: The Mythology of the American Frontier. 2000	
		May include, but are not limited to No value	
		Reading List Wiget, Andrew. Native American Literature. 1996	
		May include, but are not limited to No value	
		Reading List Crane, Gregg D. Race, Citizenship and Law in American Literature, 2002.	
		May include, but are not limited to No value	

Changed	Field	Current Version	Proposed Version
		Reading List Powell, Timothy B. Ruthless Democracy: A Multicultural Interpretation of the American Renaissance, 2000.	
		May include, but are not limited to No value	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Examine the nature and variety of literary texts and styles in this period. • Engage culturally diverse voices and perspectives. • Demonstrate an understanding of the standard critical discourse necessary for interpreting literary works of this period, paying attention to such things as: • Analyze literary works from multiple critical perspectives. • Appreciate the contribution of literary works from this period to human culture and consciousness. • Produce analytical and challenging work in the Honors assignment.	• Examine the nature and variety of literary texts and styles in this period. • Engage culturally diverse voices and perspectives. • Demonstrate an understanding of the standard critical discourse necessary for interpreting literary works of this period, paying attention to such things as: • Analyze literary works from multiple critical perspectives. • Appreciate the contribution of literary works from this period to human culture and consciousness. • Produce analytical and challenging work in the Honors assignment.

Changed	Field	Current Version	Proposed Version
!	CSLOs	**CSLOs** Acquire knowledge of the historical and cultural period, major writers, and key texts and documents of American Literature from 1620-1855. **Expected SLO Performance** 0.0 **CSLOs** Develop critical thinking skills by applying a variety of critical and theoretical criteria to the evaluation of American literature from 1620-1855. **Expected SLO Performance** 0.0	**CSLOs** Demonstrate knowledge of the historical and cultural period, major writers, and key texts and documents of American Literature from 1620-1855. **Expected SLO Performance** 0.0 **CSLOs** Develop critical thinking skills by applying a variety of critical and theoretical criteria to the evaluation of American literature from 1620-1855. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
❗	**Course Content**	1. Examine the nature and variety of literary texts and styles in this period. 1. Readings will be from both male and female authors. 2. Readings will draw from multiple ethnicities including Native American and African American writers and speakers of the period such as Douglass, Jacobs, Truth, Boudinot, and Seattle. 3. Readings will draw from the works of representative Colonial writers such as Bradford, Winthrop, Bradstreet, and Taylor; eighteenth century writers such as Edwards, Franklin, and Jefferson; and nineteenth century writers such as Poe, Emerson, Thoreau, Fuller, Stanton, Stowe, Melville, Hawthorne, Whitman, and Dickinson. 4. Students will identify historical, socio-cultural, philosophical, religious, and aesthetic factors that inform a variety of indigenous, colonial, enlightenment, and romantic texts. 2. Engage culturally diverse voices and perspectives. 1. Students will analyze	1. Examine the nature and variety of literary texts and styles in this period. 1. Readings will draw from multiple racial and ethnic identities, including Native American and African American writers and speakers of the period such as Douglass, Jacobs, Wheatley, Truth, Boudinot, and Seattle. 2. Readings will draw from the works of representative Colonial writers such as Bradford, Winthrop, Bradstreet, and Taylor; eighteenth century writers such as Edwards, Franklin, and Jefferson; and nineteenth century writers such as Cooper, Irving, Poe, Emerson, Thoreau, Fuller, Stowe, Melville, Hawthorne. 3. Students will identify historical, sociocultural, philosophical, religious, and aesthetic factors that inform a variety of indigenous, colonial, enlightenment, and romantic texts 2. Assess literary works from this period from a range of racial, gender, cultural, national, and and global perspectives. 1. Students will analyze and historicize literary work from diverse

Changed	Field	Current Version	Proposed Version
		and historicize literary work from diverse cultures and subcultures, including Native American and African American. 2. Students will investigate and historicize the construction and depiction of male and	cultures and subcultures, including Native American and African American. 2. Students will investigate and historicize the construction and depiction of sex/gender roles in the literature of this period.

Changed	Field	Current Version	Proposed Version
		female roles in the literature of this period. 3. Students will examine a variety of ethical, philosophical, political, religious, and social perspectives on and in the literature of this period including those related to indigenous cultures, genocide, slavery, abolitionism, and women's rights. 3. Demonstrate an understanding of the standard critical discourse necessary for interpreting literary works of this period, paying attention to such things as: 1. Distinguish the major themes and characteristics of the ancient, pre-colonial, revolutionary, romantic and early 19th century periods. 2. Understand the struggle for an American identity in the indigenous, Puritan, Enlightenment and Romantic readings. 3. Trace the nature of sub-genres (e.g. Gothic) within each period. 4. Analyze the historical moment, socioeconomic environment, religious and philosophical contexts, intended	3. Students will examine a variety of ethical, philosophical, political, religious, and social perspectives on and in the literature of this period including those related to indigenous cultures, genocide, slavery, abolitionism, and women's rights. 3. Demonstrate an understanding of the standard critical discourse necessary for interpreting literary works of this period, paying attention to such things as: 1. Distinguish the major themes and characteristics of the ancient, pre-colonial, revolutionary, romantic and early 19th century periods. 2. Understand the struggle for an American identity in the indigenous, Puritan, Enlightenment and Romantic readings. 3. Trace the nature of sub-genres (e.g. Gothic) within each period. 4. Analyze the historical moment, socioeconomic environment, religious and philosophical contexts, intended audiences, as well as lives and concerns of writers and critics. 4. Analyze literary works from multiple critical perspectives.

Changed	Field	Current Version	Proposed Version
		audiences, as well as lives and concerns of writers and critics. 4. Analyze literary works from multiple critical perspectives. 1. Students will be able to explicate a variety of meanings and thematic tensions in texts, including cultural, psychological, historical, sociopolitical, biographical, formal/ aesthetic, and linguistic. 2. Students will provide each other with diverse perspectives on course texts. 3. Students will explore various theoretical perspectives and critical approaches common to contemporary literary analysis--such as psychoanalytic, structuralist and post structuralist, reader response, feminist, and new historicist. 5. Appreciate the contribution of literary works from this period to human culture and consciousness. 1. Assess the values implicit in literary texts of this period. 2. Students will explore ethical awareness and cultural beliefs as expressed in the language of literary	1. Students will be able to explicate a variety of meanings and thematic tensions in texts, including cultural, psychological, historical, sociopolitical, biographical, formal/ aesthetic, and linguistic. 2. Students will provide each other with diverse perspectives on course texts. 3. Students will explore various theoretical perspectives and critical approaches common to contemporary literary analysis--such as psychoanalytic, structuralist and post structuralist, feminist, queer theory, postcolonial, and new historicist. 5. Appreciate the contribution of literary works from this period to human culture and consciousness. 1. Assess the values implicit in literary texts of this period. 2. Students will explore ethical awareness and cultural beliefs as expressed in the language of literary texts. 3. Students will acquire knowledge of the historical and cultural period, the major writers, and the key texts and documents of

Changed	Field	Current Version	Proposed Version
		texts. 3. Students will acquire knowledge of the historical and cultural period, the major writers, and the key texts and documents of American literature, from 1620-1855. 4. Students will demonstrate an awareness of the way in which the study of America's literary canon contributes to their ability to discuss American cultural tensions and values in general, including contemporary ones. 6. Produce analytical and challenging work in the Honors assignment. 1. Critically evaluate secondary texts. 2. Demonstrate in-depth comprehension of course content.	American literature, from 1620-1855. 4. Students will demonstrate an awareness of the way in which the study of America's literary canon contributes to their ability to discuss American cultural tensions and values in general, including in the global present. 6. Produce analytical and challenging work in the Honors assignment. 1. Critically evaluate secondary texts. 2. Demonstrate in-depth comprehension of course content.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	Eligibility for college-level composition (ENGL C1000 or ENGL C1000H or ESL D005.) as determined by college assessment or other appropriate methods.	Eligibility for college-level composition (ENGL C1000 or ENGL C1000H or ESL D005.) as determined by college assessment or other appropriate methods.
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Not open to students with credit in the non-Honors related course.) (Admission into this course requires consent of the Honors Program Coordinator.)	(Not open to students with credit in the non-Honors related course.) (Admission into this course requires consent of the Honors Program Coordinator.)

Changed	Questions	Current Version	Proposed Version
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	(Eligibility for college-level composition as determined by college assessment or other appropriate methods.)	(Eligibility for college-level composition as determined by college assessment or other appropriate methods.)
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
❗	**Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.**	No Value	Outline A, B, C, D: Students will read and analyze primary texts from diverse authors and rhetorical traditions, historical documents and secondary sources, as well as a variety of critical discourses.

Changed	Questions	Current Version	Proposed Version
❗	**Objective 2: Develop analytical ideas and topics for essays.**	No Value	Outline A, B, C, D: Students will read and analyze primary texts from diverse authors and rhetorical traditions, historical documents and secondary sources, as well as a variety of critical discourses. Methods D: Students will write formal essays analyzing the assigned texts.
❗	**Objective 3: Compose and support thesis statements for analytical essays.**	No Value	Methods D: Students will write formal essays analyzing the assigned texts.
❗	**Objective 4: Develop clear sequential relationship between central argument/ controlling idea and supporting ideas in writing.**	No Value	Assignments C: Students will write formal essays, as well as written exams. Methods D: Students will write formal essays analyzing the assigned texts.
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
❗	**Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.**	No Value	Methods D: Students will write formal essays analyzing the assigned texts.
❗	**Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.**	No Value	Assignments C: Students will write formal essays, as well as written exams. Methods D: Students will write formal essays analyzing the assigned texts.
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
Changed	Questions	Current Version	Proposed Version
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Explore the	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.		
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being retained/ added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value
❗	**Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.**	No Value	(Not open to students with credit in the non-Honors related course.) (Admission into this course requires consent of the Honors Program Coordinator.)
	Objective 3: For Prerequisites based on Government/ Licensing/ Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline A: Examine the nature and variety of literary texts and styles in this period. Outline C: Demonstrate an understanding of the standard critical discourse necessary for interpreting literary works of this period. Outline D3: Explore various theoretical perspectives and critical approaches common to contemporary literary analysis--such as psychoanalytic, structuralist and post structuralist, feminist, queer theory, postcolonial, and new historicist.

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Methods B: Participation in class discussion to evaluate ability to make an argument, to think critically, and to use textual support. Methods E: Preparing for and leading discussion groups to evaluate ability to analyze texts, to synthesize critical approaches, and to use texts and critical concepts to understand our current world. Assignments E: Group-centered tasks that encourage critical responses to the reading. Methods D: Formal papers to evaluate ability to analyze critically and synthesize course materials and to present an argument.
❗	**Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Methods D: Formal papers to evaluate ability to analyze critically and synthesize course materials and to present an argument. Assignments E: Group-centered tasks that encourage critical responses to the reading.

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline B: Assess literary works from this period from a range of racial, gender, cultural, national, and and global perspectives. Outline D1: Students will be able to explicate a variety of meanings and thematic tensions in texts, including cultural, psychological, historical, sociopolitical, biographical, formal/aesthetic, and linguistic. 2. Students will provide each other with diverse perspectives on course texts. 3. Students will explore various theoretical perspectives and critical approaches common to contemporary literary analysis-- such as psychoanalytic, structuralist and post structuralist, feminist, queer theory, postcolonial, and new historicist.
❗	**Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline B: Assess literary works from this period from a range of racial, gender, cultural, national, and and global perspectives.

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Methods E: Preparing for and leading discussion groups to evaluate ability to analyze texts, to synthesize critical approaches, and to use texts and critical concepts to understand our current world. Outline E4: Students will demonstrate an awareness of the way in which the study of America's literary canon contributes to their ability to discuss American cultural tensions and values in general, including in the global present.

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value
	Stage 7: Content Review Matrix Liaison	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Stage 8: Dean of Online Learning	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	ELIT 048AH	ELIT 048AH
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	Honors	Honors
	Cross-Listed/ Related Course Information	NA	NA
	Cross-Listed/ Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/ YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Curriculum Office Notes	• Tech. change to prerequisite statement; see memo appr. 6/18/19 (effect. F20).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc	• Tech. change to prerequisite statement; see memo appr. 6/18/19 (effect. F20).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value

Changed	Questions	Current Version	Proposed Version					
❗	**Stage 3: DEI**	No Value						
			Date	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Ini Inc Wh Co Ini Re**
			4/9/2026	Basic Course Information	Course Description	Suggested	Consider minor revisions to use welcoming, student-centered language and minimize the use of impersonal, course-centered language, and to describe the knowledge, skills, and abilities students will gain upon the completion of the course	Y

Changed	Questions	Current Version	Proposed Version				
						Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse	
			4/9/2026	Specifications	Examples of Primary Texts and References	Suggested	authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.	Ye DE sta

Changed	Questions	Current Version	Proposed Version		
				Do assignments do one or more of the following: (1) Encourage students to connect course content to their own life, background, and experiences; (2) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	Ye #2 opt ad wri ass
			4/9/2026 SpecificationsAssignmentsSuggested		

Changed	Questions	Current Version	Proposed Version				
						For any evaluation methods, do instructors provide examples of strong and/ or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	
			4/9/2026	Specifications	Methods of Evaluation	Suggested	Yes the ess Me Ev
	Stage 4: Articulation Officer	No Value	No Value				
	Stage 5: De Anza General Education	No Value	No Value				

Changed	Questions	Current Version	Proposed Version					
❗	**Stage 6: Content Review Matrix Liaison**	No Value	Stage 6: Content Review Matrix Liaison					
			Date	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Ini Inc Wh Co Ini Re**
			4/23/46	Req/ Adv	Prequisite(s)	Required	Please Clarify. If students need only be eligible for ENGL C1000 then you should complete Matrix B. You should only complete Matrix A if students need to have taken ENGL C1000 prior to or concurrently with taking this course. **YES. B-matrix completed.**	
	Stage 7: Dean of Online Learning	No Value	No Value					

Changed	Questions	Current Version	Proposed Version
❗	**Stage 8: SLO Coordinator**	No Value	

Date	Tab	Part - Field	Type of Edit	Edit	Ini In W Co or Re
4/28/2026	Learning Outcomes	CSLO #1	Required	Acquire knowledge of the historical and cultural period, major writers, and key texts and documents of American Literature from 1620-1855. **Reword to start with a Bloom's Taxonomy verb. Suggestion: "Demonstrate knowledge of the historical and cultural contexts, major authors, and key texts of American literature from 1620 to 1855."**	Y

	Stage 10: Curriculum Committee	No Value	No Value

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	ELITD48AH
	Distance Education Approved	No

Changed	Field	Current Version
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000592160

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	

De Anza College

Change Report

06/08/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes	CSLOs
B-Matrix Form	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.
B-Matrix Form	Objective 2: Develop analytical ideas and topics for essays.
B-Matrix Form	Objective 3: Compose and support thesis statements for analytical essays.
B-Matrix Form	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.
B-Matrix Form	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.
B-Matrix Form	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

Section	Changed field
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Comments	Stage 3: DEI
Comments	Stage 6: Content Review Matrix Liaison
Comments	Stage 8: SLO Coordinator
Course Justification	Course Justification
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.

General Information

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• Mi Chang	• Brian Malone • Quinn, Roseanne
	Course ID (CB01A and CB01B)	ELITD048A	ELITD048A
	Course Control Number	CCC000013007	CCC000013007
	Course Title (CB02)	Major American Writers (Colonial to Romantic, 1620-1865)	Major American Writers (Colonial to Romantic, 1620-1865)
	Short Course Title	MAJOR AMERCN WRTRS (1620-1865)	MAJOR AMERCN WRTRS (1620-1865)
	TOP Code (CB03)	1501.00	1501.00 English
	CIP Code	English Language and Literature, General	23.0101 English Language and Literature, General
	Department	ELIT - English Literature	ELIT - English Literature
❗	**Effective Term**	Fall 2025	Fall ~~2025~~ 2027
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
❗	**Course Description**	This course explores the reading and critical analysis of representative works by diverse writers such as William Bradford, Anne Bradstreet, Jonathan Edwards, Ben Franklin, Thomas Jefferson, James Fenimore Cooper, Edgar Allan Poe, Nathaniel Hawthorne, Herman Melville, Frederick Douglass, Harriet Jacobs, Harriet Beecher Stowe, Elias Boudinot, Chief Seattle, Sojourner Truth, Ralph Waldo Emerson, Margaret Fuller, and Henry David Thoreau.	Students will read and analyze critically representative works by diverse writers such as William Bradford, Anne Bradstreet, Jonathan Edwards, Mary Rowlandson, Benjamin Franklin, Thomas Jefferson, Phillis Wheatley, James Fenimore Cooper, Edgar Allan Poe, Nathaniel Hawthorne, Herman Melville, Frederick Douglass, Harriet Jacobs, Harriet Beecher Stowe, Chief Seattle, Sojourner Truth, Ralph Waldo Emerson, Margaret Fuller, and Henry David Thoreau. Students will acquire knowledge of the relevant literary, historical, and cultural periods. Students will develop critical thinking skills through the analysis of literary form, style, genre, as well as through critical analysis of social identities and formations in these eras.
	Course Type (CB27)	• Lower Division	• Lower Division

Changed	Field	Current Version	Proposed Version
❗	**Mode of Delivery**	No value	• In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• English
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - ENGLISH

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is a major preparation requirement in the discipline of English for at least one CSU or UC. This course also meets a general education requirement for De Anza and Cal-GETC and belongs on the English AA Degree. It develops students' understanding of the critical discourse necessary for interpreting literary works of this period, and the ability to analyze literary works from multiple critical perspectives.	This course is a major preparation requirement in the discipline of English for at least one CSU or UC. This course also meets a general education requirement for De Anza and Cal-GETC and belongs on the English AA ~~Degree.~~ and AA-T degree. It develops students' understanding of the critical discourse necessary for interpreting literary works of this period, and the ability to analyze literary works from multiple critical perspectives.

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No	No

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	Yes - don't forget to duplicate the revisions in the honors/non-honors course	Yes - don't forget to duplicate the revisions in the honors/non-honors course

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/ noncredit course?	No	No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No	No

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No

DEI Review

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	The course description uses student-centered language and describes the skills that students will learn in the course. To support student access to the assigned texts in this class, this course provides a primary text option that is a free open educational resource (OER) anthology. The primary texts options use accessible and inclusive language, explain technical terms, include diverse authors, voices, and perspectives, and engage in current debates in the field that are relevant to students. To support equity, this course provides the option for the instructor to assign a project in place of more traditional assignments to account for a significant amount of the required writing. This option would help to support diverse learning styles and practices. The Methods of Evaluation specifies that examples of strong responses to the formal paper assignment to clarify expectations. The reading and critical practices modeled in this course (as per the outline) foreground an investigation of how race, gender, religion, sexuality, and other identities and cultural categories are formed and deployed in this period. These reading and critical practices will engage students from diverse backgrounds and provide tools to help them understand their own lives and experiences in our own time.
❗	**Please check all areas in the COR that address DEI.**	No value	• Specifications - Assignments • Specifications - Examples of Primary Texts and References • Outline - Course Outline • Specifications - Methods of Evaluation • Basic Course Information - Course Description

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.

Changed	Field	Current Version	Proposed Version
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/ Challenge	☐	☐
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	
	Will the course fulfill a UC/CSU lower-division major requirement?	No	No
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	Yes	Yes

Associated Programs

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program** Cal-GETC **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Cal-GETC **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Cal-GETC (In Development) **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Cal-GETC (In Development) **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program English **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** English **Award Type** Associate in Arts (A.A.) Degree
		Associated Program English **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** English **Award Type** Associate in Arts (A.A.) Degree
		Associated Program English for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** English for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program English for Transfer (In Development) **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** English for Transfer (In Development) **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree

Changed	Field	Current Version	Proposed Version
		Associated Program Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved
	GE Information	**System/ Institution** C-ID **Area(s)** • ENGL - Approved. **-** C-ID ENGL 130 **System/ Institution** Cal-GETC **Area(s)** • CA3B - Approved. **-** No value **System/ Institution** De Anza GE **Area(s)** • 2G3X - Approved. **-** No value	**System/ Institution** C-ID **Area(s)** • ENGL - Approved. **-** C-ID ENGL 130 **System/ Institution** Cal-GETC **Area(s)** • CA3B - Approved. **-** No value **System/ Institution** De Anza GE **Area(s)** • 2G3X - Approved. **-** No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	4	4
	Lecture Hours - Out of Class	8	8
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144
	Lecture Hours - Course In-Class (Contact) per Term	48	48
	Lecture Hours - Course Out-of-Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	0	0

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	48	48
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4	4
	Total Credit Units - Maximum Credit Units	4	4

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.

Changed	Field	Current Version	Proposed Version
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Quiz and examination review performed in class Homework and extended projects Guest speakers Collaborative learning and small group exercises Collaborative projects	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Quiz and examination review performed in class Homework and extended projects Guest speakers Collaborative learning and small group exercises Collaborative projects

Changed	Field	Current Version	Proposed Version
❗	**Assignments**	1. Students will read a substantial and varied offering of literary works by and about the major writers of this period. Readings may be assigned by author, genre or theme, but will reflect the chronology and literary developments of the period. 2. Students will write at least 2,500 words during the quarter. 1. Approximately 1,500 must be an analytical and/or argumentative essay about the assigned reading and must demonstrate adequate achievement of course goals. 2. The remaining writing requirement: 1. Must include a midterm, final exam or project. 2. May also be drawn from a variety of other activities, such as: reading quizzes; reader responses; reports, summaries; additional essays, long or short. 3. Students will take a written final examination.	1. Students will read a substantial and varied offering of literary works by and about the major writers of this period. Readings may be assigned by author, genre or theme, but will reflect the chronology and literary developments of the period. 2. Students will prepare for class discussions by developing conclusions, theories, and hypotheses in response to assigned readings. 3. Students will write at least 2,500 words during the quarter. 1. Approximately 1,500 must be an analytical and/or argumentative essay about the assigned reading and must demonstrate adequate achievement of course goals. 2. The remaining writing requirement: 1. Must include a midterm, final exam or project. 2. May also be drawn from a variety of other activities, such as: reading quizzes; reader responses; reports, summaries; additional essays, long or short. 3. May include an assignment that requires students to connect the texts to their own lives, backgrounds, and experiences. 4. Reading aloud of poems and passages. 5. Group-centered tasks that encourage critical responses to the reading. 6. Written final examination.

Changed	Field	Current Version	Proposed Version
❗	**Methods of Evaluation**	**Methods of Evaluation**	**Methods of Evaluation** Methods of Evaluation

Changed	Field	Current Version	Proposed Version
	Methods of Evaluation	1. Quizzes to evaluate comprehension and mastery of assigned texts, key terms, and concepts. 2. Participation in class discussion to evaluate ability to make an argument, to think critically, and to use textual support. 3. In-class essays and tests, including final exam with multiple-choice and/or essay components that require students to summarize, integrate, and critically analyze and apply concepts examined throughout the course. 4. Formal papers to evaluate ability to analyze critically and synthesize course materials and to present an argument. 5. Preparing for and leading discussion groups to evaluate ability to analyze texts and to synthesize critical views with texts read in the class.	1. Quizzes to evaluate comprehension and mastery of assigned texts, key terms, and concepts. 2. Participation in class discussion to evaluate ability to make an argument, to think critically, and to use textual support. 3. In-class essays and tests, including final exam with multiple-choice and/or essay components that require students to summarize, integrate, and critically analyze and apply concepts examined throughout the course. 4. Formal papers to evaluate ability to analyze critically and synthesize course materials and to present an argument. The instructor will provide examples of strong responses to this assignment to clarify expectations. 5. Preparing for and leading discussion groups to evaluate ability to analyze texts, to synthesize critical

Changed	Field	Current Version	Proposed Version
			approaches, and to use texts and critical concepts to understand our current world.
❗	**Essential Student Materials/ Essential College Facilities**	**Essential Student Materials:** • None. **Essential College Facilities:** • None.	**Essential Student Materials:** • None **Essential College Facilities:** • None
❗	**Examples of Primary Texts and References**	**Title** No value **Author** The Norton Anthology of American Literature, Vol. 1 and 2, Ninth edition, 2017. Norton. **Publisher** No value **Date/ Edition** No value **ISBN** No value **Title** No value **Author** The Heath Anthology of American Literature, Vol. A, seventh edition, 2013. Cengage Learning. **Publisher** No value **Date/ Edition** No value **ISBN** No value	**Title** Becoming America: An Exploration of American Literature from Precolonial to Post-Revolution. **Author** Kurant, Wendy, editor. **Publisher** University of North Georgia Press. **Date/ Edition** 2019. Digital Edition [Open Educational Resource]. **ISBN** 978-1-940771-46-5 **Title** The Norton Anthology of American Literature. **Author** Levine, Robert S., editor. **Publisher** Norton. **Date/ Edition** 2022. 10th Edition. **ISBN** No value

Changed	Field	Current Version	Proposed Version
!	**Suggested Reading List**	**Reading List** Baym, Nina. Women Writers of the American West, 1833-1927, 2011. **May include, but are not limited to** No value **Reading List** Bell, Michael. The Development of American Romance. 1984 **May include, but are not limited to** No value **Reading List** Bercovitch, Sacvan. The American Jeremaiad. 1978 **May include, but are not limited to** No value **Reading List** Levander, Caroline F. Cradel of Liberty: Race, the Child and National Belonging from Thomas Jefferson to W.E.B. Du Bois. 2006. **May include, but are not limited to** No value	**Reading List** List:

Changed	Field	Current Version	Proposed Version
		Reading List Fiedler, Leslie. Love and Death in the American Novel. 1998 **May include, but are not limited to** No value	**May include, but are not limited to** Native American Oral Literature: • Cherokee Songs. • Iroquois Creation Story. • Powhatan's Discourse. • Winnebago Trickster Cycle. Colonization and Settlement Narratives: • Bradford, William. *Of Plymouth Plantation.* • Cabeza de Vaca, Alvar Nunez. *Chronicle of the Narvaez Expedition.* • de Champlain, Samuel. *Voyages of the Sieur de Champlain.* • Columbus, Christopher. "Letter of Discovery." • Smith, John. *The General History of Virginia, New England, and the Summer Isles.* Poetry: • Bradstreet, Anne. *The Tenth Muse.* • Cullen Bryant, William. "The Prairies"; "Thanatopsis." • Poe, Edgar Allan. "Annabel Lee"; "The Raven." • Wheatley, Phillis. *Poems on Various Subjects, Religious and Moral.* Nonfiction:
		Reading List Gilbert ,Sandra M., and Gubar, Susan. The Norton Anthology of Literature by Women: The Traditions in English. 2007 **May include, but are not limited to** No value	
		Reading List Lawrence, D.H. Studies in Classic American Literature. 2003 **May include, but are not limited to** No value	
		Reading List Matthiessen , F.O. American Renaissance: Art and Expression in the Age of Emerson and Whitman. 2007 **May include, but are not limited to** No value	

Changed	Field	Current Version	Proposed Version
		Reading List McKay, Nellie; Gates, Henry Louis. The Norton Anthology of African American Literature. 2004 **May include, but are not limited to** No value	• de Crevecoeur. *Letters from an American Farmer.* • Douglass, Frederick. *Narrative of the Life*. • Edwards, Jonathan. "Sinners in the Hands of an Angry God." • Emerson, Ralph Waldo. "Self-Reliance." • Equiano, Olaudah. *The Narrative of the Life*. • Franklin, Benjamin. *Autobiography*; "The Way to Wealth." • Jacobs, Harriet. *Incidents in the Life of a Slave Girl.* • Jefferson, Thomas. "Declaration of Independence"; *Notes on the State of Virginia.* • Mather, Cotton. *The Wonders of the Invisible World.* • Paine, Thomas. "Common Sense." • Rowlandson, Mary. *A Narrative of the Captivity and Restoration*. • Thoreau, Henry David. "Resistance to Civil Government."
		Reading List Kaplan, Amy. The Anarchy of Empire in the making of U.S. Culture. 2002. **May include, but are not limited to** No value	Fiction: • Cooper, James Fenimore. *The Last of the Mohicans.* • Hawthorne, Nathaniel. *The Scarlet Letter*; "Young Goodman Brown." • Irving, Washington. "The Legend of
		Reading List Meyerson, Joel. Transcendentalism: A Reader, 2000. **May include, but are not limited to** No value	
		Reading List Parini, Jay Ed. Oxford Encyclopedia of American Literature. 2004 **May include, but are not limited to** No value	

Changed	Field	Current Version	Proposed Version
		Reading List Munk, Linda. The Devil's Mousetrap: Redemption in Colonial American Literature. 1997 **May include, but are not limited to** No value	Sleepy Holllow"; "Rip Van Winkle." • Melville, Herman. "Bartleby, the Scrivener"; *Benito Cereno*. • Poe, Edgar Allan. "The Man of the Crowd"; "The Masque of the Red Death"; "The Tell-tale Heart." • Stowe, Harriet Beecher. *Uncle Tom's Cabin*.
		Reading List Ruoff, A. LaVonne Brown. American Indian Literatures: An Introduction. Bibliographic Review and Selected Bibliography. 1990 **May include, but are not limited to** No value	
		Reading List Slotkin, Richard. Regeneration through Violence: The Mythology of the American Frontier. 2000 **May include, but are not limited to** No value	
		Reading List Wiget, Andrew. Native American Literature. 1996 **May include, but are not limited to** No value	

Changed	Field	Current Version	Proposed Version
		Reading List Crane, Gregg D. Race, Citizenship and Law in American Literature, 2002. **May include, but are not limited to** No value **Reading List** Powell, Timothy B. Ruthless Democracy: A Multicultural Interpretation of the American Renaissance, 2000. **May include, but are not limited to** No value	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Examine the nature and variety of literary texts and styles in this period. • Engage culturally diverse voices and perspectives. • Demonstrate an understanding of the standard critical discourse necessary for interpreting literary works of this period, paying attention to such things as: • Analyze literary works from multiple critical perspectives. • Appreciate the contribution of literary works from this period to human culture and consciousness.	• Examine the nature and variety of literary texts and styles in this period. • Engage culturally diverse voices and perspectives. • Demonstrate an understanding of the standard critical discourse necessary for interpreting literary works of this period, paying attention to such things as: • Analyze literary works from multiple critical perspectives. • Appreciate the contribution of literary works from this period to human culture and consciousness.

Changed	Field	Current Version	Proposed Version
❗	CSLOs	**CSLOs** Acquire knowledge of the historical and cultural period, major writers, and key texts and documents of American Literature from 1620-1855. **Expected SLO Performance** 0.0	**CSLOs** Demonstrate knowledge of the historical and cultural period, major writers, and key texts and documents of American Literature from 1620-1855. **Expected SLO Performance** 0.0
		CSLOs Develop critical thinking skills by applying a variety of critical and theoretical criteria to the evaluation of American literature from 1620-1855. **Expected SLO Performance** 0.0	**CSLOs** Develop critical thinking skills by applying a variety of critical and theoretical criteria to the evaluation of American literature from 1620-1855. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
❗	**Course Content**	1. Examine the nature and variety of literary texts and styles in this period. 1. Readings will be from both male and female authors. 2. Readings will draw from multiple ethnicities including Native American and African American writers and speakers of the period such as Douglass, Jacobs, Truth, Boudinot, and Seattle. 3. Readings will draw from the works of representative Colonial writers such as Bradford, Winthrop, Bradstreet, and Taylor; eighteenth century writers such as Edwards, Franklin, and Jefferson; and nineteenth century writers such as Poe, Emerson, Thoreau, Fuller, Stanton, Stowe, Melville, Hawthorne, Whitman, and Dickinson. 4. Students will identify historical, socio-cultural, philosophical, religious, and aesthetic factors that inform a variety of indigenous, colonial, enlightenment, and romantic texts. 2. Engage culturally diverse voices and perspectives. 1. Students will analyze and historicize literary work from diverse cultures and subcultures, including Native American and African American. 2. Students will investigate and historicize the construction and depiction of male and female roles in the literature of this period. 3. Students will examine a variety of ethical, philosophical, political, religious, and social perspectives on and in the literature of this period	1. Examine the nature and variety of literary texts and styles in this period. 1. Readings will draw from multiple racial and ethnic identities, including Native American and African American writers and speakers of the period such as Douglass, Jacobs, Wheatley, Truth, Boudinot, and Seattle. 2. Readings will draw from the works of representative Colonial writers such as Bradford, Winthrop, Bradstreet, and Taylor; eighteenth century writers such as Edwards, Franklin, and Jefferson; and nineteenth century writers such as Cooper, Irving, Poe, Emerson, Thoreau, Fuller, Stowe, Melville, Hawthorne. 3. Students will identify historical, sociocultural, philosophical, religious, and aesthetic factors that inform a variety of indigenous, colonial, enlightenment, and romantic texts. 2. Assess literary works from this period from a range of racial, gender, cultural, national, and and global perspectives. 1. Students will analyze and historicize literary work from diverse cultures and subcultures, including Native American and African American. 2. Students will investigate and historicize the construction and depiction of sex/gender roles in the literature of this period. 3. Students will examine a variety of ethical, philosophical, political, religious, and social perspectives on and in the

Changed	Field	Current Version	Proposed Version
		including those related to indigenous cultures, genocide, slavery, abolitionism, and women's rights. 3. Demonstrate an understanding of the standard critical discourse necessary for interpreting literary works of this period, paying attention to such things as: 1. Distinguish the major themes and characteristics of the ancient, pre-colonial, revolutionary, romantic and early 19th century periods. 2. Understand the struggle for an American identity in the indigenous, Puritan, Enlightenment and Romantic readings. 3. Trace the nature of sub-genres (e.g. Gothic) within each period. 4. Analyze the historical moment, socioeconomic environment, religious and philosophical contexts, intended audiences, as well as lives and concerns of writers and critics. 4. Analyze literary works from multiple critical perspectives. 1. Students will be able to explicate a variety of meanings and thematic tensions in texts, including cultural, psychological, historical, sociopolitical,	literature of this period including those related to indigenous cultures, genocide, slavery, abolitionism, and women's rights. 3. Demonstrate an understanding of the standard critical discourse necessary for interpreting literary works of this period, paying attention to such things as: 1. Distinguish the major themes and characteristics of the ancient, pre-colonial, revolutionary, romantic and early 19th century periods. 2. Understand the struggle for an American identity in the indigenous, Puritan, Enlightenment and Romantic readings. 3. Trace the nature of sub-genres (e.g. Gothic) within each period. 4. Analyze the historical moment, socioeconomic environment, religious and philosophical contexts, intended audiences, as well as lives and concerns of writers and critics. 4. Analyze literary works from multiple critical perspectives. 1. Students will be able to explicate a variety of meanings and thematic tensions in texts, including cultural, psychological,

Changed	Field	Current Version	Proposed Version
		biographical, formal/ aesthetic, and linguistic. 2. Students will provide each other with diverse perspectives on course texts. 3. Students will explore various theoretical perspectives and critical approaches common to contemporary literary analysis--such as psychoanalytic, structuralist and post structuralist, reader response, feminist, and new historicist. 5. Appreciate the contribution of literary works from this period to human culture and consciousness. 1. Assess the values implicit in literary texts of this period. 2. Students will explore ethical awareness and cultural beliefs as expressed in the language of literary texts. 3. Students will acquire knowledge of the historical and cultural period, the major writers, and the key texts and documents of American literature, from 1620-1855. 4. Students will demonstrate an awareness of the way in which the study of America's literary canon contributes to their ability to discuss American cultural tensions and values in general, including contemporary ones.	historical, sociopolitical, biographical, formal/ aesthetic, and linguistic. 2. Students will provide each other with diverse perspectives on course texts. 3. Students will explore various theoretical perspectives and critical approaches common to contemporary literary analysis--such as psychoanalytic, structuralist and post structuralist, feminist, queer theory, postcolonial, and new historicist. 5. Appreciate the contribution of literary works from this period to human culture and consciousness. 1. Assess the values implicit in literary texts of this period. 2. Students will explore ethical awareness and cultural beliefs as expressed in the language of literary texts. 3. Students will acquire knowledge of the historical and cultural period, the major writers, and the key texts and documents of American literature, from 1620-1855. 4. Students will demonstrate an awareness of the way in which the study of America's literary canon contributes to their ability to discuss American cultural tensions and values in general, including in the global present.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	Eligibility for college-level composition (ENGL C1000 or ENGL C1000H or ESL D005.) as determined by college assessment or other appropriate methods.	Eligibility for college-level composition (ENGL C1000 or ENGL C1000H or ESL D005.) as determined by college assessment or other appropriate methods.
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Not open to students with credit in the Honors Program related course.)	(Not open to students with credit in the Honors Program related course.)
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	(Eligibility for college-level composition as determined by college assessment or other appropriate methods.)	(Eligibility for college-level composition as determined by college assessment or other appropriate methods.)
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
❗	**Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.**	No Value	Outline A, B, C, D: Students will read and analyze primary texts from diverse authors and rhetorical traditions, historical documents and secondary sources, as well as a variety of critical discourses.

Changed	Questions	Current Version	Proposed Version
❗	**Objective 2: Develop analytical ideas and topics for essays.**	No Value	Outline A, B, C, D: Students will read and analyze primary texts from diverse authors and rhetorical traditions, historical documents and secondary sources, as well as a variety of critical discourses. Methods D: Students will write formal essays analyzing the assigned texts.
❗	**Objective 3: Compose and support thesis statements for analytical essays.**	No Value	Methods D: Students will write formal essays analyzing the assigned texts.
❗	**Objective 4: Develop clear sequential relationship between central argument/ controlling idea and supporting ideas in writing.**	No Value	Assignments C: Students will write formal essays, as well as written exams. Methods D: Students will write formal essays analyzing the assigned texts.
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
❗	**Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.**	No Value	Methods D: Students will write formal essays analyzing the assigned texts.

Changed	Questions	Current Version	Proposed Version
!	**Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.**	No Value	Assignments C: Students will write formal essays, as well as written exams. Methods D: Students will write formal essays analyzing the assigned texts.
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.	No Value	No Value
	If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/ Licensing/ Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	describe how students will meet those skills.		
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline A: Examine the nature and variety of literary texts and styles in this period. Outline C: Demonstrate an understanding of the standard critical discourse necessary for interpreting literary works of this period. Outline D3: Explore various theoretical perspectives and critical approaches common to contemporary literary analysis--such as psychoanalytic, structuralist and post structuralist, feminist, queer theory, postcolonial, and new historicist.
❗	**Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Methods B: Participation in class discussion to evaluate ability to make an argument, to think critically, and to use textual support. Methods E: Preparing for and leading discussion groups to evaluate ability to analyze texts, to synthesize critical approaches, and to use texts and critical concepts to understand our current world. Assignments E: Group-centered tasks that encourage critical responses to the reading. Methods D: Formal papers to evaluate ability to analyze critically and synthesize course materials and to present an argument.

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 3: Stimulate critical thinking. (ONLY using the**	No Value	Methods D: Formal papers to evaluate ability to analyze critically and synthesize course materials and to present an argument. Assignments E: Group-

Changed	Questions	Current Version	Proposed Version
	Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)		centered tasks that encourage critical responses to the reading.
❗	**Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline B: Assess literary works from this period from a range of racial, gender, cultural, national, and and global perspectives. Outline D1: Students will be able to explicate a variety of meanings and thematic tensions in texts, including cultural, psychological, historical, sociopolitical, biographical, formal/ aesthetic, and linguistic. 2. Students will provide each other with diverse perspectives on course texts. 3. Students will explore various theoretical perspectives and critical approaches common to contemporary literary analysis--such as psychoanalytic, structuralist and post structuralist, feminist, queer theory, postcolonial, and new historicist.
❗	**Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline B: Assess literary works from this period from a range of racial, gender, cultural, national, and and global perspectives.

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Methods E: Preparing for and leading discussion groups to evaluate ability to analyze texts, to synthesize critical approaches, and to use texts and critical concepts to understand our current world. Outline E4: Students will demonstrate an awareness of the way in which the study of America's literary canon contributes to their ability to discuss American cultural tensions and values in general, including in the global present.

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value
	Stage 7: Content Review Matrix Liaison	No Value	No Value
	Stage 8: Dean of Online Learning	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	ELIT 048A	ELIT 048A
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA
	Cross-Listed/ Related Course Information	NA	NA
	Cross-Listed/ Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/ YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/ YYYY)	No Value	No Value
	Curriculum Office Notes	• Tech. change to prerequisite statement; see memo appr. 6/18/19 (effect. F20).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc	• Tech. change to prerequisite statement; see memo appr. 6/18/19 (effect. F20).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value

Changed	Questions	Current Version	Proposed Version					
❗	**Stage 3: DEI**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			4/9/2026	Basic Course Information	Course Description	Suggested	Consider minor revisions to use welcoming, student-centered language and minimize the use of impersonal, course-centered language, and to describe the knowledge, skills, and abilities students will gain upon the completion of the course	Y

Changed	Questions	Current Version	Proposed Version				
						Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.	
		4/9/2026	Specifications	Examples of Primary Texts and References	Suggested		Yes. Added to the DEI statement.

Changed	Questions	Current Version	Proposed Version		
				Do assignments do one or more of the following: (1) Provide choices in how students demonstrate proficiency; (2) Encourage students to connect course content to their own life, background, and experiences; (3) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	Yes. I added #2 as an option for the additional writing assignments.
			4/9/2026 SpecificationsAssignmentsSuggested		

Changed	Questions	Current Version	Proposed Version				
						For any evaluation methods, do instructors provide examples of strong and/ or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	Added to the formal essay in Methods of Evaluation.
	Stage 4: Articulation Officer	No Value	No Value				
	Stage 5: De Anza General Education	No Value	No Value				

Changed	Questions	Current Version	Proposed Version					
❗	**Stage 6: Content Review Matrix Liaison**	No Value	Stage 6: Content Review Matrix Liaison					
			Date	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			4/23/46	Req/ Adv	Prequisite(s) Required		Please Clarify. If students need only be eligible for ENGL C1000 then you should complete Matrix B. You should only complete Matrix A if students need to have taken ENGL C1000 prior to or concurrently with taking this course. **YES. B-matrix completed.**	
	Stage 7: Dean of Online Learning	No Value	No Value					

Changed	Questions	Current Version	Proposed Version
❗	**Stage 8: SLO Coordinator**	No Value	

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/27/2026	Learning Outcomes	CSLO #1	Required	"Acquire knowledge of the historical and cultural period, major writers, and key texts and documents of American Literature from 1620-1855." Must start with Bloom's Taxonomy verb: **Demonstrate knowledge of the historical and cultural period, major writers, and key texts and documents of American Literature from 1620-1855.**	Y

	Stage 10: Curriculum Committee	No Value	No Value

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	ELITD048A
	Distance Education Approved	No
	Board of Trustees Approval Date	

Changed	Field	Current Version
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000013007

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	

De Anza College

Change Report

06/08/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
B-Matrix Form	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.
B-Matrix Form	Objective 2: Develop analytical ideas and topics for essays.
B-Matrix Form	Objective 3: Compose and support thesis statements for analytical essays.
B-Matrix Form	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.
B-Matrix Form	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

Section	Changed field
B-Matrix Form	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.
H-Matrix Form	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Comments	Stage 3: DEI

Section	Changed field
Comments	Stage 4: Articulation Officer
Comments	Stage 6: Content Review Matrix Liaison
Course Justification	Course Justification
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• Mi Chang	• Brian Malone
	Course ID (CB01A and CB01B)	ELITD48BH	ELITD48BH
	Course Control Number	CCC000592161	CCC000592161
	Course Title (CB02)	Major American Writers (The Advent of Realism, 1865-1914) - HONORS	Major American Writers (The Advent of Realism, 1865-1914) - HONORS
	Short Course Title	MAJ AMER WRTRS (1865-1914)-HON	MAJ AMER WRTRS (1865-1914)-HON
	TOP Code (CB03)	1501.00	1501.00 English
	CIP Code	English Language and Literature, General	23.0101 English Language and Literature, General
	Department	ELIT - English Literature	ELIT - English Literature
❗	**Effective Term**	Fall 2025	Fall ~~2025~~ 2027

Changed	Field	Current Version	Proposed Version
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
!	**Course Description**	This course explores the reading and critical analysis of representative works by major writers such as Walt Whitman, Emily Dickinson, Mark Twain, Henry James, William Dean Howells, Charlotte Perkins Gilman, Charles Chesnutt, Mary Wilkins Freeman, Kate Chopin, Stephen Crane, Booker T. Washington, W.E.B. DuBois, Black Elk, and Robert Frost. Because this is an honors program course, students will be expected to complete extra assignments to gain deeper insight in Literature.	Students will explore the reading and critical analysis of representative works by major writers such as Walt Whitman, Emily Dickinson, Mark Twain, Henry James, William Dean Howells, Charlotte Perkins Gilman, Charles Chesnutt, Mary Wilkins Freeman, Kate Chopin, Stephen Crane, Booker T. Washington, W.E.B. DuBois, Black Elk, Sui Sin Far, and Edith Wharton. Students will learn to analyze multiple American literary genres, schools, and movements, with attention to formal and stylistic attributes. Students will think critically about literary texts from this period in relation to sociohistorical, cultural, and political factors. Because this is an honors program course, students will be expected to complete extra assignments to gain deeper insight in literary studies.
	Course Type (CB27)	• Lower Division	• Lower Division
!	**Mode of Delivery**	No value	• In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	**Discipline 1**	No value	• English
	Discipline 2	No value	No value
	Discipline 3	No value	No value

Changed	Field	Current Version	Proposed Version
❗	**FSA**	No value	• FHDA FSA - ENGLISH

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is a major preparation requirement in the discipline of English for at least one CSU or UC. This course also meets a general education requirement for De Anza and Cal-GETC and belongs on the English AA Degree. Students develop the ability to assess literary works of in this time period from a range of ethnic, gender, cultural, national, and global perspectives, use the standard critical discourse for literary works in this period and analyze literary works from multiple critical perspectives. This course is the honors version and as a result, includes more advanced assignments and assessments.	This course is a major preparation requirement in the discipline of English for at least one CSU or UC. This course also meets a general education requirement for De Anza and Cal-GETC and belongs on the English AA ~~Degree.~~ and AA-T degress. Students develop the ability to assess literary works of in this time period from a range of ethnic, gender, cultural, national, and global perspectives, use the standard critical discourse for literary works in this ~~period~~ period, and analyze literary works from multiple critical perspectives. This course is the honors version and as a result, includes more advanced assignments and assessments.

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No	No

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	Yes - don't forget to duplicate the revisions in the honors/non-honors course	Yes - don't forget to duplicate the revisions in the honors/non-honors course

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/ noncredit course?	No	No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No	No

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No

DEI Review

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	The course description uses student-centered language and describes the skills that students will learn in the course. To support student access to the assigned texts in this class, this course provides a primary text option that is a free open educational resource (OER) anthology. The primary texts options use accessible and inclusive language, explain technical terms, include diverse authors, voices, and perspectives, and engage in current debates in the field that are relevant to students. To support equity, this course provides the option for the instructor to assign a project in place of more traditional assignments to account for a significant amount of the required writing. This option would help to support diverse learning styles and practices. The Methods of Evaluation specifies that examples of strong responses to the formal paper assignment to clarify expectations. The reading and critical practices modeled in this course (as per the outline) foreground an investigation of how race, gender, religion, sexuality, and other identities and cultural categories are formed and deployed in this period. These reading and critical practices will engage students from diverse backgrounds and provide tools to help them understand their own lives and experiences in our own time.

Changed	Field	Current Version	Proposed Version
❗	**Please check all areas in the COR that address DEI.**	No value	• Specifications - Examples of Primary Texts and References • Outline - Course Outline • Specifications - Methods of Evaluation • Basic Course Information - Course Description • Specifications - Assignments

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/ Challenge	☐	☐
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	
	Will the course fulfill a UC/CSU lower-division major requirement?	No	No
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	Yes	Yes

Associated Programs

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program** Cal-GETC **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Cal-GETC **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Cal-GETC (In Development) **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Cal-GETC (In Development) **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program English **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** English **Award Type** Associate in Arts (A.A.) Degree
		Associated Program English **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** English **Award Type** Associate in Arts (A.A.) Degree
		Associated Program English for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** English for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program English for Transfer (In Development)	**Associated Program** English for Transfer (In Development)

Changed	Field	Current Version	Proposed Version
		Award Type Associate in Arts for Transfer (A.A.-T.) Degree	**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved

Changed	Field	Current Version	Proposed Version
	GE Information	**System/ Institution** C-ID **Area(s)** • ENGL - Approved. **-** (ELIT D048B or ELIT D48BH) & (ELIT D048C or ELIT D48CH) required for C-ID ENGL 135 **System/ Institution** Cal-GETC **Area(s)** • CA3B - Approved. **-** No value **System/ Institution** De Anza GE **Area(s)** • 2G3X - Approved. **-** No value	**System/ Institution** C-ID **Area(s)** • ENGL - Approved. **-** (ELIT D048B or ELIT D48BH) & (ELIT D048C or ELIT D48CH) required for C-ID ENGL 135 **System/ Institution** Cal-GETC **Area(s)** • CA3B - Approved. **-** No value **System/ Institution** De Anza GE **Area(s)** • 2G3X - Approved. **-** No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	4	4

Changed	Field	Current Version	Proposed Version
	Lecture Hours - Out of Class	8	8
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144
	Lecture Hours - Course In-Class (Contact) per Term	48	48

Changed	Field	Current Version	Proposed Version
	Lecture Hours - Course Out-of-Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	48	48
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4	4

Changed	Field	Current Version	Proposed Version
	Total Credit Units - Maximum Credit Units	4	4

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Quiz and examination review performed in class Homework and extended projects Guest speakers Collaborative learning and small group exercises Collaborative projects	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Quiz and examination review performed in class Homework and extended projects Guest speakers Collaborative learning and small group exercises Collaborative projects

Changed	Field	Current Version	Proposed Version
❗	**Assignments**	1. Students will read a substantial and varied offering of literary works by and about the major writers of this period. 2. Students will prepare for class discussions by developing conclusions, theories, and hypotheses in response to assigned readings. 3. Students will write at least 2,500 words during the quarter. 1. Approximately 1,500 must be an analytical and/or argumentative essay about the assigned reading and must demonstrate some achievement of the course goals. 2. The remaining writing requirement: 1. Must include a midterm, final exam or project. 2. May also be drawn from a variety of other activities, such as: reading quizzes; reader responses; reports, summaries; additional essays, long or short. 4. Students will take a written final examination. 5. The Honors project assignment should include one of the following: 1. Annotated Bilbiography of 7-10 primary and	1. Students will read a substantial and varied offering of literary works by and about the major writers of this period. 2. Students will prepare for class discussions by developing conclusions, theories, and hypotheses in response to assigned readings. 3. Students will write at least 2,500 words during the quarter. Of this total: 1. Approximately 1,500 must be an analytical and/or argumentative essay (or series of essays) about the assigned reading and must demonstrate some achievement of the course goals. 2. The remaining writing requirement: 1. Must include a midterm, final exam or project. 2. May also be drawn from a variety of other activities, such as: reading quizzes; reader responses; reports, summaries; additional essays, long or short. 3. May include an assignment that requires students to connect the texts to their own

Changed	Field	Current Version	Proposed Version
		critical texts related to the course period or topic, beyond those included in the primary course's assigned texts. 2. Additional critical analytical writing of 750-1000 words. 3. Teach a 15-20 minute lesson to the class on a figure, text, movement or cultural issue that pertains to the course period or topic, accompanied by a detailed written lesson plan.	lives, backgrounds, and experiences. 4. Reading aloud of poems and enactment of scenes from plays. 5. Group-centered tasks that encourage critical responses to the reading. 6. Written final examination. 7. The Honors Project assignment should include one of the following: 1. Annotated Bilbiography of 7-10 primary and critical texts related to the course period or topic, beyond those included in the primary course's assigned texts. 2. Additional critical analytical writing of 750-1000 words. 3. Teach a 15-20 minute lesson to the class on a figure, text, movement or cultural issue that pertains to the course period or topic, accompanied by a detailed written lesson plan.

Changed	Field	Current Version	Proposed Version
❗	**Methods of Evaluation**	**Methods of Evaluation**	**Methods of Evaluation** Methods of Evaluation

Changed	Field	Current Version	Proposed Version
	Methods of Evaluation	1. Quizzes to evaluate comprehension and mastery of assigned texts, key terms, and concepts. 2. Participation in class discussion to evaluate ability to make an argument, to think critically, and to use textual support. 3. In-class essays and tests, including final exam with multiple-choice and/or essay components that require students to summarize, integrate, and critically analyze and apply concepts examined throughout the course. 4. Formal papers to evaluate ability to analyze critically and synthesize course materials and to present an argument. 5. Preparing for and leading	**Methods of Evaluation** 1. Quizzes to evaluate comprehension and mastery of assigned texts, key terms, and concepts. 2. Participation in class discussion to evaluate ability to make an argument, to think critically, and to use textual support 3. In-class essays and tests, including final exam with multiple-choice and/or essay components that require students to summarize, integrate, and critically analyze and apply concepts examined throughout the course. 4. Formal papers to evaluate ability to analyze critically and synthesize course materials and to present an argument. The instructor will provide

Changed	Field	Current Version	Proposed Version
		discussion groups to evaluate ability to analyze texts and to synthesize critical views with texts read in the class.	examples of strong responses to this assignment to clarify expectations. 5. Preparing for and leading discussion groups to evaluate ability to analyze texts, to synthesize critical approaches, and to use texts and critical concepts to understand our current world. 6. The Honors Project assignment will be evaluated for depth of analysis, critical thinking skills, and a comprehensive discussion of the research topic.
	Essential Student Materials/ Essential College Facilities	**Essential Student Materials:** • None. **Essential College Facilities:** • None.	**Essential Student Materials:** • None **Essential College Facilities:** • None

Changed	Field	Current Version	Proposed Version
!	**Examples of Primary Texts and References**	**Title** No value **Author** Levine, Robert S., ed. The Norton Anthology of American Literature. vol C, 9th ed. New York: Norton, 2017. **Publisher** No value **Date/ Edition** No value **ISBN** No value **Title** No value **Author** Lauter and Yarborough, ed. The Heath Anthology of American Literature Vol. C, Seventh edition. Cengage Learning, 2013. **Publisher** No value **Date/ Edition** No value **ISBN** No value	**Title** Writing the Nation: A Concise Introduction to American Literature 1865 to Present **Author** Berke, Amy et al., editors. **Publisher** University of North Georgia Press **Date/ Edition** 2015. Digital Edition [Open Educational Resource]. **ISBN** 978-1-940771-34-2 **Title** The Norton Anthology of American Literature. **Author** Levine, Robert S., editor. **Publisher** Norton. **Date/ Edition** 2022. 10th Edition. **ISBN** No value

Changed	Field	Current Version	Proposed Version
!	**Suggested Reading List**	**Reading List** Barrish, Phillip. The Cambridge Introduction to American Literary Realism. Cambridge, UK: Cambridge UP, 2011. **May include, but are not limited to** No value **Reading List** Bercovitch, Sacvan. Cambridge History of American Literature, vol. 3 and 4. Cambridge UP, 2005. **May include, but are not limited to** No value **Reading List** Cook, Jennifer Carol. Machine and Metaphor: The Ethics of Language in American Realism. New York: Routledge, 2007. **May include, but are not limited to** No value	**Reading List** List

Changed	Field	Current Version	Proposed Version
	Reading List	Crane, Gregg. The Cambridge Introduction to the Nineteenth-Century American Novel (2007).	
	May include, but are not limited to	No value	
	Reading List	Crow, Charles L., ed. A Companion to Regional Literatures of America. Wiley-Blackwell, 2003.	
	May include, but are not limited to	No value	
	Reading List	Elbert, Monika M. and Wendy Ryden. Haunting Realities: Naturalist Gothic and American Realism. The University of Alabama Press, 2017.	
	May include, but are not limited to	No value	
	May include, but are not limited to		Nonfiction: • DuBois, W.E.B. *The Souls of Black Folk.* • Washington, Booker T. *Up From Slavery.* Novels: • Crane, Stephen. *Maggie: A Girl of the Streets.* • Dreiser, Theodore. *Sister Carrie.* • James, Henry. *The Turn of the Screw.* • Twain, Mark. *Adventures of Huckleberry Finn.* • Wharton, Edith. *The House of Mirth.* Poetry: • Dickinson, Emily. Selected poems. • Whitman, Walt. *Leaves of Grass*. Short Stories: • Chesnutt, Charles. “The Wife of His Youth.” • Chopin, Kate. “Desiree’s Baby”; “The Story of an Hour.” • Gilman, Charlotte Perkins. “The Yellow Wallpaper.” • Hopkins, Pauline. “Talma Gordon.”

Changed	Field	Current Version	Proposed Version
		Reading List Harris, Sharon. American Women Prose Writers, 1870-1920. Gale Research, 2000. **May include, but are not limited to** No value	• Howells, William Dean. “Editha.” • London, Jack. “To Build a Fire.” • Sui Sin Far. “Miss Spring Fragrance.” • Zitkala-Sa. “The Soft-Hearted Sioux.”
		Reading List Kaplan, Amy. The Social Construction of American Realism. Chicago: University of Chicago Press, 1992. **May include, but are not limited to** No value	
		Reading List Mizruchi, Susan. The Rise of Multicultural America. (2008). **May include, but are not limited to** No value	

Learning Outcomes

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Examine the nature and variety of literary texts and styles in this period. • Assess literary works of this period from a range of ethnic, gender, cultural, national, and global perspectives. • Demonstrate understanding of the standard critical discourse for literary works in this period. • Analyze literary works from multiple critical perspectives. • Appreciate the contribution of literary works from this period to human culture and consciousness. • Produce analytical and challenging work in the Honors assignment.	• Examine the nature and variety of literary texts and styles in this period. • Assess literary works of this period from a range of ethnic, gender, cultural, national, and global perspectives. • Demonstrate understanding of the standard critical discourse for literary works in this period. • Analyze literary works from multiple critical perspectives. • Appreciate the contribution of literary works from this period to human culture and consciousness. • Produce analytical and challenging work in the Honors assignment.

Changed	Field	Current Version		Proposed Version	
	CSLOs	**CSLOs**	Analyze the defining formal and stylistic attributes of a variety of American literary genres, schools and movements, including realism and naturalism in American literature from the Civil War to the early 20th Century.	**CSLOs**	Analyze the defining formal and stylistic attributes of a variety of American literary genres, schools and movements, including realism and naturalism in American literature from the Civil War to the early 20th Century.
		Expected SLO Performance	0.0	**Expected SLO Performance**	0.0

Changed	Field	Current Version		Proposed Version	
		CSLOs	Assess the influence of sociohistorical, cultural and political movements and events on the production of literary texts during this period of American literature from the Civil War to the early 20th Century.	**CSLOs**	Assess the influence of sociohistorical, cultural and political movements and events on the production of literary texts during this period of American literature from the Civil War to the early 20th Century.
		Expected SLO Performance	0.0	**Expected SLO Performance**	0.0

Course Outline

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
❗	**Course Content**	1. Examine the nature and variety of literary texts and styles in this period. 1. Compare works from authors representing a variety of ethnic, gender and other cultural backgrounds, including figures such as Booker T. Washington, W.E.B. DuBois, Zitkala-Sa, Sui Sin Far, Abraham Cahan, Jose Marti, and Black Elk. 2. Compare representative works of realist writers such as Mark Twain, Charlotte Perkins Gilman, Charles Chesnutt, Edith Wharton, and Henry James. 3. Compare representative works of naturalist writers such as Stephen Crane, Frank Norris, and Theodore Dreiser. 4. Recognize the major features of common genres of the period, including satire, burlesque, tall tale, poetry, fiction, essay, drama, and oration. 2. Assess literary works of this period from a range of ethnic, gender, cultural, national, and global perspectives. 1. Historicize the lives, work, and impact of literary works from	1. Examine the nature and variety of literary texts and styles in this period. 1. Compare works from authors representing a variety of identities and cultural backgrounds, including figures such as Booker T. Washington, W.E.B. DuBois, Zitkala-Sa, Charlotte Perkins Gilman, Sui Sin Far, Abraham Cahan, Jose Marti, and Black Elk. 2. Compare poetic works and styles of representative writers such as Walt Whitman and Emily Dickinson. 3. Compare representative works of realist writers such as Mark Twain, Kate Chopin, Charles Chesnutt, Edith Wharton, and Henry James. 4. Compare representative works of naturalist writers such as Stephen Crane, Frank Norris, and Theodore Dreiser. 5. Recognize the major features of common genres of the period, including satire, burlesque, tall tale, poetry, fiction, essay, drama, and oration. 2. Assess literary works of this period from a range of racial, gender, cultural, national,

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
		diverse cultures and subcultures. 2. Analyze the rich and diverse indigenous emerging cultural influences on the development of the literature of this period. 3. Assess the development of the national culture of North America as reflected in the major writers and texts of this period. 4. Examine the variety of ethical, philosophical, political, religious, and social perspectives in the literature of this period. 5. Investigate the depiction of male and female roles in the development of the literature of this period. 3. Demonstrate understanding of the standard critical discourse for literary works in this period. 1. Compare and contrast literary Realism and Naturalism as responses to Romanticism. 2. Understand the basic properties of Regionalism as applied by practitioners from various geographic areas of the United States. 3. Consider the relevance of emerging literary schools and	and global perspectives. 1. Historicize literary works from diverse cultures and social identity categories. 2. Analyze the rich and diverse indigenous emerging cultural influences on the development of the literature of this period. 3. Assess the development of the national culture of North America as reflected in the major writers and texts of this period. 4. Examine the variety of ethical, philosophical, political, religious, and social perspectives in the literature of this period. 5. Investigate the depiction of sex/ gender roles in the development of the literature of this period. 3. Demonstrate understanding of the standard critical discourse for literary works in this period. 1. Compare and contrast literary Realism and Naturalism as responses to Romanticism. 2. Understand the basic properties of Regionalism as applied by practitioners from various geographic areas of the United States.

Changed	Field	Current Version	Proposed Version
		practices to a variety of genres and textual conventions. 4. Analyze literary works from multiple critical perspectives. 1. Explicate a variety of meanings and thematic tensions in texts, including cultural, psychological, historical, sociopolitical, biographical, formal/ aesthetic, and linguistic. 2. Explore various theoretical perspectives and critical approaches common to literary analysis--such as psychoanalytic theory, reader response, feminism, mythological, ethnic and gender/"queer theory." 5. Appreciate the contribution of literary works from this period to human culture and consciousness. 1. Assess the values implicit in literary texts. 2. Explore ethical awareness and cultural beliefs as expressed in the language of literary texts. 3. Acquire knowledge of the historical and cultural period, the major writers, and the key texts and documents of American literature in	3. Consider the relevance of emerging literary schools and practices to a variety of genres and textual conventions. 4. Analyze literary works from multiple critical perspectives. 1. Explicate a variety of meanings and thematic tensions in texts, including cultural, psychological, historical, sociopolitical, biographical, formal/ aesthetic, and linguistic. 2. Explore various theoretical perspectives and critical approaches common to literary analysis--such as psychoanalytic theory, historicism, feminism, postcolonial, and gender/queer theory. 5. Appreciate the contribution of literary works from this period to human culture and consciousness. 1. Assess the values implicit in literary texts. 2. Explore ethical awareness and cultural beliefs as expressed in the language of literary texts. 3. Acquire knowledge of the historical and cultural period, the major writers, and the key texts and documents of

Changed	Field	Current Version	Proposed Version
		this period. 4. Demonstrate an awareness of the way America's past has shaped the global role of the linguistic and literary present. 6. Produce analytical and challenging work in the Honors assignment. 1. Evaluate critically secondary texts. 2. Demonstrate in-depth comprehension of course content.	American literature in this period. 4. Demonstrate an awareness of the way America's past has shaped the global role of the linguistic and literary present. 6. Produce analytical and challenging work in the Honors assignment. 1. Evaluate critically secondary texts. 2. Demonstrate in-depth comprehension of course content.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	Eligibility for college-level composition (ENGL C1000 or ENGL C1000H or ESL D005.) as determined by college assessment or other appropriate methods.	Eligibility for college-level composition (ENGL C1000 or ENGL C1000H or ESL D005.) as determined by college assessment or other appropriate methods.
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Not open to students with credit in the non-Honors related course.) (Admission into this course requires consent of the Honors Program Coordinator.)	(Not open to students with credit in the non-Honors related course.) (Admission into this course requires consent of the Honors Program Coordinator.)
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	(Eligibility for college-level composition as determined by college assessment or other appropriate methods.)	(Eligibility for college-level composition as determined by college assessment or other appropriate methods.)
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.		
❗	**Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.**	No Value	Outline A, B, C, D: Students will read and analyze primary texts from diverse authors and rhetorical traditions, historical documents and secondary sources, as well as a variety of critical discourses.
❗	**Objective 2: Develop analytical ideas and topics for essays.**	No Value	Outline A, B, C, D: Students will read and analyze primary texts from diverse authors and rhetorical traditions, historical documents and secondary sources, as well as a variety of critical discourses. Methods D: Students will write formal essays analyzing the assigned texts.
❗	**Objective 3: Compose and support thesis statements for analytical essays.**	No Value	Methods D: Students will write formal essays analyzing the assigned texts.

Changed	Questions	Current Version	Proposed Version
❗	**Objective 4: Develop clear sequential relationship between central argument/ controlling idea and supporting ideas in writing.**	No Value	Assignments C: Students will write formal essays, as well as written exams. Methods D: Students will write formal essays analyzing the assigned texts.
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
❗	**Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.**	No Value	Methods D: Students will write formal essays analyzing the assigned texts.

Changed	Questions	Current Version	Proposed Version
❗	**Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.**	No Value	Assignments C: Students will write formal essays, as well as written exams. Methods D: Students will write formal essays analyzing the assigned texts.
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being retained/ added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value
❗	**Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.**	No Value	(Not open to students with credit in the non-Honors related course.) (Admission into this course requires consent of the Honors Program Coordinator.)
	Objective 3: For Prerequisites based on Government/ Licensing/ Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline A: Examine the nature and variety of literary texts and styles in this period. Outline C: Demonstrate understanding of the standard critical discourse for literary works in this period. Outline D2: Explore various theoretical perspectives and critical approaches common to literary analysis--such as psychoanalytic theory, historicism, feminism, postcolonial, and gender/queer theory.

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Methods B: Participation in class discussion to evaluate ability to make an argument, to think critically, and to use textual support. Methods E: Preparing for and leading discussion groups to evaluate ability to analyze texts, to synthesize critical approaches, and to use texts and critical concepts to understand our current world. Assignments E: Group-centered tasks that encourage critical responses to the reading. Methods D: Formal papers to evaluate ability to analyze critically and synthesize course materials and to present an argument.
❗	**Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Methods D: Formal papers to evaluate ability to analyze critically and synthesize course materials and to present an argument. Assignments E: Group-centered tasks that encourage critical responses to the reading.

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline B: Assess literary works of this period from a range of racial, gender, cultural, national, and global perspectives. Outline D: 1. Explicate a variety of meanings and thematic tensions in texts, including cultural, psychological, historical, sociopolitical, biographical, formal/aesthetic, and linguistic. 2. Explore various theoretical perspectives and critical approaches common to literary analysis--such as psychoanalytic theory, historicism, feminism, postcolonial, and gender/queer theory.
❗	**Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline B: Assess literary works of this period from a range of racial, gender, cultural, national, and global perspectives.

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Methods E: Preparing for and leading discussion groups to evaluate ability to analyze texts, to synthesize critical approaches, and to use texts and critical concepts to understand our current world. Outline E4: Demonstrate an awareness of the way America's past has shaped the global role of the linguistic and literary present.

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value
	Stage 7: Content Review Matrix Liaison	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Stage 8: Dean of Online Learning	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	ELIT 048BH	ELIT 048BH
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	Honors	Honors
	Cross-Listed/ Related Course Information	NA	NA
	Cross-Listed/ Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/ YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Curriculum Office Notes	• Tech. change to prerequisite statement; see memo appr. 6/18/19 (effect. F20).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc	• Tech. change to prerequisite statement; see memo appr. 6/18/19 (effect. F20).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value

Changed	Questions	Current Version	Proposed Version					
❗	**Stage 3: DEI**	No Value						
			Date	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	
			03/23/2026	Basic Course Information	Course Description	Suggested	Consider minor revisions to describe the knowledge, skills, and abilities students will gain upon the completion of the course	

Changed	Questions	Current Version	Proposed Version			
						Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse
			03/23/2026	Specifications	Examples of Primary Texts and References	Suggested	authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.

Changed	Questions	Current Version	Proposed Version	
				Thanks for this list of assignments! Do assignments do one or more of the following: (1) Encourage students to connect course content to their own life, background, and experiences; (2) One or more course assignments provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider noting this for the relevant assignment. If not appropriate, let me know in the Initiator response box.
			03/23/2026 SpecificationsAssignmentsSuggested	

Changed	Questions	Current Version	Proposed Version				
			03/23/2026	Specifications	Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If not appropriate, no problem -- just let me know in the initiator response box.

Changed	Questions	Current Version	Proposed Version					
❗	**Stage 4: Articulation Officer**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**In In W C or R**
			04/10/26	Specifications	Methods of Evaluation	Required	Hi Brian! It looks like you put the Honors Project evaluation method on the standard course, and did not include it on the Honors course. Could you please remove Evaluation Method "F" from the ELIT 48B course, and add it to the ELIT 48BH course? Thank you!	Y. C bo
	Stage 5: De Anza General Education	No Value	No Value					

Changed	Questions	Current Version	Proposed Version
❗	**Stage 6: Content Review Matrix Liaison**	No Value	Stage 6: Content Review Matrix Liaison

Date	Tab	Part - Field	Type of Edit	Edit	Init Ind Wh Co Init Re
4/23/46	Req/ Adv	Prequisite(s)	Required	Please Clarify. If students need only be eligible for ENGL C1000 then you should complete Matrix B. You should only complete Matrix A if students need to have taken ENGL C1000 prior to or concurrently with taking this course. **YES. Matrix B completed.**	

Changed	Questions	Current Version	Proposed Version
	Stage 7: Dean of Online Learning	No Value	No Value
	Stage 8: SLO Coordinator	No Value	No Value
	Stage 10: Curriculum Committee	No Value	No Value

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	ELITD48BH

Changed	Field	Current Version
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000592161

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	

De Anza College

Change Report

06/08/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
B-Matrix Form	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.
B-Matrix Form	Objective 2: Develop analytical ideas and topics for essays.
B-Matrix Form	Objective 3: Compose and support thesis statements for analytical essays.
B-Matrix Form	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.
B-Matrix Form	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.
B-Matrix Form	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Section	Changed field
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Comments	Stage 3: DEI
Comments	Stage 4: Articulation Officer
Comments	Stage 6: Content Review Matrix Liaison
Course Justification	Course Justification
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• Mi Chang	• Brian Malone
	Course ID (CB01A and CB01B)	ELITD048B	ELITD048B

Changed	Field	Current Version	Proposed Version
	Course Control Number	CCC000234002	CCC000234002
	Course Title (CB02)	Major American Writers (The Advent of Realism, 1865-1914)	Major American Writers (The Advent of Realism, 1865-1914)
	Short Course Title	MAJOR AMERCN WRTRS (1865-1914)	MAJOR AMERCN WRTRS (1865-1914)
	TOP Code (CB03)	1501.00	1501.00 English
	CIP Code	English Language and Literature, General	23.0101 English Language and Literature, General
	Department	ELIT - English Literature	ELIT - English Literature
❗	**Effective Term**	Fall 2025	Fall ~~2025~~ 2027
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
❗	**Course Description**	This course explores the reading and critical analysis of representative works by major writers such as Walt Whitman, Emily Dickinson, Mark Twain, Henry James, William Dean Howells, Charlotte Perkins Gilman, Charles Chesnutt, Mary Wilkins Freeman, Kate Chopin, Stephen Crane, Booker T. Washington, W.E.B. DuBois, Black Elk, and Robert Frost.	Students will explore the reading and critical analysis of representative works by major writers such as Walt Whitman, Emily Dickinson, Mark Twain, Henry James, William Dean Howells, Charlotte Perkins Gilman, Charles Chesnutt, Mary Wilkins Freeman, Kate Chopin, Stephen Crane, Booker T. Washington, W.E.B. DuBois, Black Elk, Sui Sin Far, and Edith Wharton. Students will learn to analyze multiple American literary genres, schools, and movements, with attention to formal and stylistic attributes. Students will think critically about literary texts from this period in relation to sociohistorical, cultural, and political factors.
	Course Type (CB27)	• Lower Division	• Lower Division
❗	**Mode of Delivery**	No value	• In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• English

Changed	Field	Current Version	Proposed Version
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	**FSA**	No value	• FHDA FSA - ENGLISH

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is a major preparation requirement in the discipline of English for at least one CSU or UC. This course also meets a general education requirement for De Anza and Cal-GETC and belongs on the English AA Degree. Students develop the ability to assess literary works in this time period from a range of ethnic, gender, cultural, national, and global perspectives, use the standard critical discourse for literary works in this period and analyze literary works from multiple critical perspectives.	This course is a major preparation requirement in the discipline of English for at least one CSU or UC. This course also meets a general education requirement for De Anza and Cal-GETC and belongs on the English AA ~~Degree.~~ and AA-T degrees. Students develop the ability to assess literary works in this time period from a range of ethnic, gender, cultural, national, and global perspectives, use the standard critical discourse for literary works in this ~~period~~ period, and analyze literary works from multiple critical perspectives.

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No	No

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	Yes - don't forget to duplicate the revisions in the honors/non-honors course	Yes - don't forget to duplicate the revisions in the honors/non-honors course

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/ noncredit course?	No	No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No	No

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	The course description uses student-centered language and describes the skills that students will learn in the course. To support student access to the assigned texts in this class, this course provides a primary text option that is a free open educational resource (OER) anthology. The primary texts options use accessible and inclusive language, explain technical terms, include diverse authors, voices, and perspectives, and engage in current debates in the field that are relevant to students. To support equity, this course provides the option for the instructor to assign a project in place of more traditional assignments to account for a significant amount of the required writing. This option would help to support diverse learning styles and practices. The Methods of Evaluation specifies that examples of strong responses to the formal paper assignment to clarify expectations. The reading and critical practices modeled in this course (as per the outline) foreground an investigation of how race, gender, religion, sexuality, and other identities and cultural categories are formed and deployed in this period. These reading and critical practices will engage students from diverse backgrounds and provide tools to help them understand their own lives and experiences in our own time.

Changed	Field	Current Version	Proposed Version
!	**Please check all areas in the COR that address DEI.**	No value	• Specifications - Assignments • Specifications - Examples of Primary Texts and References • Outline - Course Outline • Basic Course Information - Course Description • Specifications - Methods of Evaluation

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/ Challenge	☐	☐
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	
	Will the course fulfill a UC/CSU lower-division major requirement?	No	No
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	Yes	Yes

Associated Programs

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program** Cal-GETC **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Cal-GETC **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Cal-GETC (In Development) **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Cal-GETC (In Development) **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program English **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** English **Award Type** Associate in Arts (A.A.) Degree
		Associated Program English **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** English **Award Type** Associate in Arts (A.A.) Degree
		Associated Program English for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** English for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program English for Transfer (In Development) **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** English for Transfer (In Development) **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree

Changed	Field	Current Version	Proposed Version
		Associated Program Liberal Arts (Arts and Letters Emphasis)	**Associated Program** Liberal Arts (Arts and Letters Emphasis)
		Award Type Associate in Arts (A.A.) Degree	**Award Type** Associate in Arts (A.A.) Degree

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved
	GE Information	**System/ Institution** C-ID **Area(s)** • ENGL - Approved. **-** (ELIT D048B or ELIT D48BH) & (ELIT D048C or ELIT D48CH) required for C-ID ENGL 135	**System/ Institution** C-ID **Area(s)** • ENGL - Approved. **-** (ELIT D048B or ELIT D48BH) & (ELIT D048C or ELIT D48CH) required for C-ID ENGL 135
		System/ Institution Cal-GETC **Area(s)** • CA3B - Approved. **-** No value	**System/ Institution** Cal-GETC **Area(s)** • CA3B - Approved. **-** No value
		System/ Institution De Anza GE **Area(s)** • 2G3X - Approved. **-** No value	**System/ Institution** De Anza GE **Area(s)** • 2G3X - Approved. **-** No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	4	4
	Lecture Hours - Out of Class	8	8

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144
	Lecture Hours - Course In-Class (Contact) per Term	48	48
	Lecture Hours - Course Out-of-Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0

Changed	Field	Current Version	Proposed Version
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	48	48
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4	4
	Total Credit Units - Maximum Credit Units	4	4

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable

Changed	Field	Current Version	Proposed Version
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Quiz and examination review performed in class Homework and extended projects Guest speakers Collaborative learning and small group exercises Collaborative projects	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Quiz and examination review performed in class Homework and extended projects Guest speakers Collaborative learning and small group exercises Collaborative projects

Changed	Field	Current Version	Proposed Version
❗	**Assignments**	1. Students will read a substantial and varied offering of literary works by and about the major writers of this period. 2. Students will prepare for class discussions by developing conclusions, theories, and hypotheses in response to assigned readings. 3. Students will write at least 2,500 words during the quarter. 1. Approximately 1,500 must be an analytical and/or argumentative essay about the assigned reading and must demonstrate some achievement of the course goals. 2. The remaining writing requirement: 1. Must include a midterm, final exam or project. 2. May also be drawn from a variety of other activities, such as: reading quizzes; reader responses; reports, summaries; additional essays, long or short. 4. Students will take a written final examination.	1. Students will read a substantial and varied offering of literary works by and about the major writers of this period. 2. Students will prepare for class discussions by developing conclusions, theories, and hypotheses in response to assigned readings. 3. Students will write at least 2,500 words during the quarter. Of this total: 1. Approximately 1,500 must be an analytical and/or argumentative essay (or series of essays) about the assigned reading and must demonstrate some achievement of the course goals. 2. The remaining writing requirement: 1. Must include a midterm, final exam or project. 2. May also be drawn from a variety of other activities, such as: reading quizzes; reader responses; reports, summaries; additional essays, long or short. 3. May include an assignment that requires students to connect the texts to their own lives, backgrounds, and experiences. 4. Reading aloud of poems and enactment of scenes from plays. 5. Group-centered tasks that encourage critical responses to the reading. 6. Written final examination.

Changed	Field	Current Version	Proposed Version
❗	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation** 1. Quizzes to evaluate comprehension and mastery of assigned texts, key terms, and concepts. 2. Participation in class discussion to evaluate ability to make an argument, to think critically, and to use textual support 3. In-class essays and tests, including final exam with multiple-choice and/or essay components that require students to summarize, integrate, and critically analyze and apply concepts examined throughout the course. 4. Formal papers to evaluate ability to analyze critically and synthesize course materials and to present an argument. 5. Preparing for and leading discussion groups to evaluate ability to analyze texts and to synthesize critical views with texts read in the class.	**Methods of Evaluation** Methods of Evaluation

Changed	Field	Current Version	Proposed Version	
			Methods of Evaluation	1. Quizzes to evaluate comprehension and mastery of assigned texts, key terms, and concepts. 2. Participation in class discussion to evaluate ability to make an argument, to think critically, and to use textual support 3. In-class essays and tests, including final exam with multiple-choice and/or essay components that require students to summarize, integrate, and critically analyze and apply concepts examined throughout the course. 4. Formal papers to evaluate ability to analyze critically and synthesize course materials and to present an argument. The instructor will provide examples of strong responses to this assignment to clarify expectations. 5. Preparing for and leading discussion groups to evaluate ability to analyze texts, to synthesize critical approaches, and to use texts and critical concepts to

Changed	Field	Current Version	Proposed Version
			understand our current world.
❗	**Essential Student Materials/ Essential College Facilities**	**Essential Student Materials:** • None. **Essential College Facilities:** • None.	**Essential Student Materials:** • None **Essential College Facilities:** • None
❗	**Examples of Primary Texts and References**	**Title** No value **Author** Lauter and Yarborough, ed. The Heath Anthology of American Literature Vol. C, Seventh edition, 2013, Cengage Learning. **Publisher** No value **Date/ Edition** No value **ISBN** No value **Title** No value **Author** Levine, Robert, ed. The Norton Anthology of American Literature. vol C, 9th ed. New York: Norton, 2017. **Publisher** No value **Date/ Edition** No value **ISBN** No value	**Title** Writing the Nation: A Concise Introduction to American Literature 1865 to Present **Author** Berke, Amy et al., editors. **Publisher** University of North Georgia Press **Date/ Edition** 2015. Digital Edition [Open Educational Resource]. **ISBN** 978-1-940771-34-2 **Title** The Norton Anthology of American Literature. **Author** Levine, Robert S., editor. **Publisher** Norton. **Date/ Edition** 2022. 10th Edition. **ISBN** No value

Changed	Field	Current Version	Proposed Version
❗	**Suggested Reading List**	**Reading List** Barrish, Phillip. The Cambridge Introduction to American Literary Realism. Cambridge, UK: Cambridge UP, 2011. **May include, but are not limited to** No value **Reading List** Bercovitch, Sacvan. Cambridge History of American Literature, vol. 3 and 4. Cambridge UP, 2005. **May include, but are not limited to** No value **Reading List** Cook, Jennifer Carol. Machine and Metaphor: The Ethics of Language in American Realism. New York: Routledge, 2007. **May include, but are not limited to** No value **Reading List** Crane, Gregg. The Cambridge Introduction to the Nineteenth-Century American Novel. Cambridge UP, 2007.	**Reading List** List **May include, but are not limited to** Nonfiction: • DuBois, W.E.B. *The Souls of Black Folk.* • Washington, Booker T. *Up From Slavery.* Novels: • Crane, Stephen. *Maggie: A Girl of the Streets.* • Dreiser, Theodore. *Sister Carrie.* • James, Henry. *The Turn of the Screw.* • Twain, Mark. *Adventures of Huckleberry Finn.* • Wharton, Edith. *The House of Mirth.* Poetry: • Dickinson, Emily. Selected poems. • Whitman, Walt. *Leaves of Grass.* Short Stories: • Chesnutt, Charles. “The Wife of His Youth.” • Chopin, Kate. “Desiree’s Baby”; “The Story of an Hour.” • Gilman, Charlotte Perkins. “The Yellow Wallpaper.” • Hopkins, Pauline. “Talma Gordon.” • Howells, William Dean. “Editha.” • London, Jack. “To Build a Fire.” • Sui Sin Far. “Miss Spring Fragrance.” • Zitkala-Sa. “The Soft-Hearted Sioux.”

Changed	Field	Current Version		Proposed Version
		May include, but are not limited to	No value	
		Reading List	Crow, Charles L., ed. A Companion to Regional Literatures of America. Wiley-Blackwell, 2003.	
		May include, but are not limited to	No value	
		Reading List	Elbert, Monika M, and Wendy Ryden. Haunting Realities: Naturalist Gothic and American Realism, The University of Alabama Press, 2017.	
		May include, but are not limited to	No value	
		Reading List	Harris, Sharon. American Women Prose Writers, 1870-1920. Gale Research, 2000.	
		May include, but are not limited to	No value	

Changed	Field	Current Version	Proposed Version
		Reading List Kaplan, Amy. The Social Construction of American Realism. Chicago: University of Chicago Press, 1992. **May include, but are not limited to** No value **Reading List** Mizruchi, Susan. The Rise of Multicultural America. University of North Carolina Pres, 2008. **May include, but are not limited to** No value	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Examine the nature and variety of literary texts and styles in this period. • Assess literary works of this period from a range of ethnic, gender, cultural, national, and global perspectives. • Demonstrate understanding of the standard critical discourse for literary works in this period. • Analyze literary works from multiple critical perspectives. • Appreciate the contribution of literary works from this period to human culture and consciousness.	• Examine the nature and variety of literary texts and styles in this period. • Assess literary works of this period from a range of ethnic, gender, cultural, national, and global perspectives. • Demonstrate understanding of the standard critical discourse for literary works in this period. • Analyze literary works from multiple critical perspectives. • Appreciate the contribution of literary works from this period to human culture and consciousness.

Changed	Field	Current Version	Proposed Version
	CSLOs	**CSLOs** Analyze the defining formal and stylistic attributes of a variety of American literary genres, schools and movements, including realism and naturalism in American literature from the Civil War to the early 20th Century. **Expected SLO Performance** 0.0	**CSLOs** Analyze the defining formal and stylistic attributes of a variety of American literary genres, schools and movements, including realism and naturalism in American literature from the Civil War to the early 20th Century. **Expected SLO Performance** 0.0
		CSLOs Assess the influence of sociohistorical, cultural and political movements and events on the production of literary texts during this period of American literature from the Civil War to the early 20th Century. **Expected SLO Performance** 0.0	**CSLOs** Assess the influence of sociohistorical, cultural and political movements and events on the production of literary texts during this period of American literature from the Civil War to the early 20th Century. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
❗	**Course Content**	1. Examine the nature and variety of literary texts and styles in this period. 1. Compare works from authors representing a variety of ethnic, gender and other cultural backgrounds, including figures such as Booker T. Washington, W.E.B. DuBois, Zitkala-Sa, Sui Sin Far, Abraham Cahan, Jose Marti, and Black Elk. 2. Compare representative works of realist writers such as Mark Twain, Charlotte Perkins Gilman, Charles Chesnutt, Edith Wharton, and Henry James. 3. Compare representative works of naturalist writers such as Stephen Crane, Frank Norris, and Theodore Dreiser. 4. Recognize the major features of common genres of the period, including satire, burlesque, tall tale, poetry, fiction, essay, drama, and oration. 2. Assess literary works of this period from a range of ethnic, gender, cultural, national, and global perspectives. 1. Historicize the lives, work, and impact of literary works from diverse cultures and subcultures. 2. Analyze the rich and diverse indigenous emerging cultural influences on the development of the literature of this period. 3. Assess the development of the national culture of North America as reflected in the major writers and texts of this period. 4. Examine the variety of ethical, philosophical, political, religious, and social perspectives in the literature of this period.	1. Examine the nature and variety of literary texts and styles in this period. 1. Compare works from authors representing a variety of identities and cultural backgrounds, including figures such as Booker T. Washington, W.E.B. DuBois, Zitkala-Sa, Charlotte Perkins Gilman, Sui Sin Far, Abraham Cahan, Jose Marti, and Black Elk. 2. Compare poetic works and styles of representative writers such as Walt Whitman and Emily Dickinson. 3. Compare representative works of realist writers such as Mark Twain, Kate Chopin, Charles Chesnutt, Edith Wharton, and Henry James. 4. Compare representative works of naturalist writers such as Stephen Crane, Frank Norris, and Theodore Dreiser. 5. Recognize the major features of common genres of the period, including satire, burlesque, tall tale, poetry, fiction, essay, drama, and oration. 2. Assess literary works of this period from a range of racial, gender, cultural, national, and global perspectives. 1. Historicize literary works from diverse cultures and social identity categories. 2. Analyze the rich and diverse indigenous emerging cultural influences on the development of the literature of this period. 3. Assess the development of the national culture of North America as reflected in the major writers and texts of this period. 4. Examine the variety of

Changed	Field	Current Version	Proposed Version
Changed	Field	Current Version	Proposed Version
		5. Investigate the depiction of male and female roles in the development of the literature of this period. 3. Demonstrate understanding of the standard critical discourse for literary works in this period. 1. Compare and contrast literary Realism and Naturalism as responses to Romanticism. 2. Understand the basic properties of Regionalism as applied by practitioners from various geographic areas of the United States. 3. Consider the relevance of emerging literary schools and practices to a variety of genres and textual conventions. 4. Analyze literary works from multiple critical perspectives. 1. Explicate a variety of meanings and thematic tensions in texts, including cultural, psychological, historical, sociopolitical, biographical, formal/ aesthetic, and linguistic. 2. Explore various theoretical perspectives and critical approaches common to literary analysis--such as psychoanalytic theory, reader response, feminism, mythological, ethnic and gender/"queer theory." 5. Appreciate the contribution of literary works from this period to human culture and consciousness. 1. Assess the values implicit in literary texts. 2. Explore ethical awareness and cultural beliefs as expressed in the language of literary texts. 3. Acquire knowledge of the historical and cultural period, the major writers, and the key texts and documents of American literature in this	ethical, philosophical, political, religious, and social perspectives in the literature of this period. 5. Investigate the depiction of sex/gender roles in the development of the literature of this period. 3. Demonstrate understanding of the standard critical discourse for literary works in this period. 1. Compare and contrast literary Realism and Naturalism as responses to Romanticism. 2. Understand the basic properties of Regionalism as applied by practitioners from various geographic areas of the United States. 3. Consider the relevance of emerging literary schools and practices to a variety of genres and textual conventions. 4. Analyze literary works from multiple critical perspectives. 1. Explicate a variety of meanings and thematic tensions in texts, including cultural, psychological, historical, sociopolitical, biographical, formal/ aesthetic, and linguistic. 2. Explore various theoretical perspectives and critical approaches common to literary analysis--such as psychoanalytic theory, historicism, feminism, postcolonial, and gender/ queer theory. 5. Appreciate the contribution of literary works from this period to human culture and consciousness. 1. Assess the values implicit in literary texts. 2. Explore ethical awareness and cultural beliefs as expressed in the language of literary texts. 3. Acquire knowledge of the

Changed	Field	Current Version	Proposed Version
		period. 4. Demonstrate an awareness of the way America's past has shaped the global role of the linguistic and literary present.	historical and cultural period, the major writers, and the key texts and documents of American literature in this period. 4. Demonstrate an awareness of the way America's past has shaped the global role of the linguistic and literary present.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	Eligibility for college-level composition (ENGL C1000 or ENGL C1000H or ESL D005.) as determined by college assessment or other appropriate methods.	Eligibility for college-level composition (ENGL C1000 or ENGL C1000H or ESL D005.) as determined by college assessment or other appropriate methods.
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Not open to students with credit in the Honors Program related course.)	(Not open to students with credit in the Honors Program related course.)
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	(Eligibility for college-level composition as determined by college assessment or other appropriate methods.)	(Eligibility for college-level composition as determined by college assessment or other appropriate methods.)
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
!	**Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.**	No Value	Outline A, B, C, D: Students will read and analyze primary texts from diverse authors and rhetorical traditions, historical documents and secondary sources, as well as a variety of critical discourses.
!	**Objective 2: Develop analytical ideas and topics for essays.**	No Value	Outline A, B, C, D: Students will read and analyze primary texts from diverse authors and rhetorical traditions, historical documents and secondary sources, as well as a variety of critical discourses. Methods D: Students will write formal essays analyzing the assigned texts.
!	**Objective 3: Compose and support thesis statements for analytical essays.**	No Value	Methods D: Students will write formal essays analyzing the assigned texts.

Changed	Questions	Current Version	Proposed Version
❗	**Objective 4: Develop clear sequential relationship between central argument/ controlling idea and supporting ideas in writing.**	No Value	Assignments C: Students will write formal essays, as well as written exams. Methods D: Students will write formal essays analyzing the assigned texts.
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
!	**Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.**	No Value	Methods D: Students will write formal essays analyzing the assigned texts.
!	**Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.**	No Value	Assignments C: Students will write formal essays, as well as written exams. Methods D: Students will write formal essays analyzing the assigned texts.
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 5: Explore the characteristics	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	and properties of real numbers.		
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/ Licensing/ Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline A: Examine the nature and variety of literary texts and styles in this period. Outline C: Demonstrate understanding of the standard critical discourse for literary works in this period. Outline D2: Explore various theoretical perspectives and critical approaches common to literary analysis--such as psychoanalytic theory, historicism, feminism, postcolonial, and gender/queer theory.
❗	**Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Methods B: Participation in class discussion to evaluate ability to make an argument, to think critically, and to use textual support. Methods E: Preparing for and leading discussion groups to evaluate ability to analyze texts, to synthesize critical approaches, and to use texts and critical concepts to understand our current world. Assignments E: Group-centered tasks that encourage critical responses to the reading. Methods D: Formal papers to evaluate ability to analyze critically and synthesize course materials and to present an argument.

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area**	No Value	Methods D: Formal papers to evaluate ability to analyze critically and synthesize course materials and to present an argument. Assignments E: Group-centered tasks that encourage critical responses to the reading.

Changed	Questions	Current Version	Proposed Version
	referenced.)		
❗	**Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline B: Assess literary works of this period from a range of racial, gender, cultural, national, and global perspectives. Outline D: 1. Explicate a variety of meanings and thematic tensions in texts, including cultural, psychological, historical, sociopolitical, biographical, formal/aesthetic, and linguistic. 2. Explore various theoretical perspectives and critical approaches common to literary analysis--such as psychoanalytic theory, historicism, feminism, postcolonial, and gender/queer theory.
❗	**Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline B: Assess literary works of this period from a range of racial, gender, cultural, national, and global perspectives.

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Methods E: Preparing for and leading discussion groups to evaluate ability to analyze texts, to synthesize critical approaches, and to use texts and critical concepts to understand our current world. Outline E4: Demonstrate an awareness of the way America's past has shaped the global role of the linguistic and literary present.

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value
	Stage 7: Content Review Matrix Liaison	No Value	No Value
	Stage 8: Dean of Online Learning	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	ELIT 048B	ELIT 048B
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA
	Cross-Listed/ Related Course Information	NA	NA
	Cross-Listed/ Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/ YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/ YYYY)	No Value	No Value
	Curriculum Office Notes	• Tech. change to prerequisite statement; see memo appr. 6/18/19 (effect. F20).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc	• Tech. change to prerequisite statement; see memo appr. 6/18/19 (effect. F20).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value

Changed	Questions	Current Version	Proposed Version					
❗	**Stage 3: DEI**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			03/23/2026	Basic Course Information	Course Description	Suggested	Consider minor revisions to use welcoming, student-centered language and minimize the use of impersonal, course-centered language, and to describe the knowledge, skills, and abilities students will gain upon the completion of the course	Y

Changed	Questions	Current Version	Proposed Version				
						Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.	
			03/23/2026	Specifications	Examples of Primary Texts and References	Suggested	Yes, and this has been added to the DEI statement.

Changed	Questions	Current Version	Proposed Version			
					Thanks for this list of assignments! Do assignments do one or more of the following: (1) Provides choices in how students demonstrate proficiency; (2) Encourage students to connect course content to their own life, background, and experiences; (3) One or more course assignments provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider noting this for the relevant assignment. If not appropriate, let me know in the Initiator response box.	
			03/23/2026	Specifications	Assignments	Suggested		Thank you for this suggestion! #2 has been added as an option for additional writing.

Changed	Questions	Current Version	Proposed Version				
			03/23/2026	Specifications	Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If not appropriate, no problem -- just let me know in the initiator response box.	This has been added to the formal paper in the Methods of Evaluation.

Changed	Questions	Current Version	Proposed Version					
!	**Stage 4: Articulation Officer**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			04/10/26	Specifications	Methods of Evaluation	Required	Hi Brian! It looks like you put the Honors Project evaluation method on the standard course, and did not include it on the Honors course. Could you please remove Evaluation Method "F" from the ELIT 48B course, and add it to the ELIT 48BH course? Thank you!	Y. *Facepalm* Sorry about that! Corrected on both!
	Stage 5: De Anza General Education	No Value	No Value					
!	**Stage 6: Content Review Matrix Liaison**	No Value	Stage 6: Content Review Matrix Liaison					
			Date	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			4/23/46	Req/ Adv	Prequisite(s)	Required	Please Clarify. If students need only be eligible for ENGL C1000 then you should complete Matrix B. You should only complete Matrix A if students need to have taken ENGL C1000 prior to or concurrently with taking this course. **YES. Matrix B Completed.**	

Changed	Questions	Current Version	Proposed Version
	Stage 7: Dean of Online Learning	No Value	No Value
	Stage 8: SLO Coordinator	No Value	No Value
	Stage 10: Curriculum Committee	No Value	No Value

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	ELITD048B
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000234002

Articulation

Changed	Field	Current Version

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	

De Anza College

Change Report

06/08/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes	CSLOs
B-Matrix Form	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.
B-Matrix Form	Objective 2: Develop analytical ideas and topics for essays.
B-Matrix Form	Objective 3: Compose and support thesis statements for analytical essays.
B-Matrix Form	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

Section	Changed field
B-Matrix Form	Objective 5: Identify and practice writing for different audiences and purposes.
B-Matrix Form	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.
B-Matrix Form	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.
B-Matrix Form	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.
B-Matrix Form	Objective 9: Demonstrate appropriate grammar usage and mechanics.
H-Matrix Form	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Section	Changed field
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Comments	Stage 3: DEI
Comments	Stage 5: De Anza General Education
Comments	Stage 6: Content Review Matrix Liaison
Comments	Stage 8: SLO Coordinator
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• Mi Chang	• Tim Shively • Chow, Karen
	Course ID (CB01A and CB01B)	ELITD48CH	ELITD48CH

Changed	Field	Current Version	Proposed Version
	Course Control Number	CCC000592162	CCC000592162
	Course Title (CB02)	Major American Writers (The Modern Age, 1914-the Present) - HONORS	Major American Writers (The Modern Age, 1914-the Present) - HONORS
	Short Course Title	MAJ AMER WRTRS (1914-PRST)-HON	MAJ AMER WRTRS (1914-PRST)-HON
	TOP Code (CB03)	1501.00	1501.00 English
	CIP Code	English Language and Literature, General	23.0101 English Language and Literature, General
	Department	ELIT - English Literature	ELIT - English Literature
!	**Effective Term**	Fall 2025	Fall ~~2025~~ 2027
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
!	**Course Description**	This course explores the reading and critical analysis of representative works by major writers of the modern and postmodern periods, such as Faulkner, Hemingway, Hurston, Morrison, Fitzgerald, Hughes, Wright, Ellison, Williams, Cisneros, Stevens, Sexton, Eliot, Vonnegut, Pynchon, O'Connor, Plath, Carver, Wilson, and O'Neill. Because this is an honors program course, students will be expected to complete extra assignments to gain deeper insight into English literature.	This course explores representative works by major writers of the modern/postmodern periods of American Literature, such as Faulkner, Hemingway, Hurston, Morrison, Fitzgerald, Hughes, Wright, Ellison, Williams, Cisneros, Stevens, Sexton, Eliot, Vonnegut, Pynchon, O'Connor, Plath, Carver, Wilson, and O'Neill. It fosters critical analysis of these texts and consideration of the social, historical and intellectual contexts in which they appeared. Because this is an honors program course, students will be expected to complete extra assignments to gain deeper insight into English literature.

Changed	Field	Current Version	Proposed Version
	Course Type (CB27)	• Lower Division	• Lower Division
!	**Mode of Delivery**	No value	• Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	**Discipline 1**	No value	• English
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	**FSA**	No value	• FHDA FSA - ENGLISH

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is a major preparation requirement in the discipline of English for at least one CSU or UC. This course also meets a general education requirement for De Anza and Cal-GETC. This course belongs on the English AA Degree. Students develop the ability to assess literary works of this period from a range of ethnic, gender, cultural, national, and global perspectives, use the standard critical discourse for literary works in this period and analyze literary works from multiple critical perspectives. This course is the honors version and as a result, includes more advanced assignments and assessments.	This course is a major preparation requirement in the discipline of English for at least one CSU or UC. This course also meets a general education requirement for De Anza and Cal-GETC. This course belongs on the English AA Degree. Students develop the ability to assess literary works of this period from a range of ethnic, gender, cultural, national, and global perspectives, use the standard critical discourse for literary works in this period and analyze literary works from multiple critical perspectives. This course is the honors version and as a result, includes more advanced assignments and assessments.

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No	No

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	Yes - don't forget to duplicate the revisions in the honors/non-honors course	Yes - don't forget to duplicate the revisions in the honors/non-honors course

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/ noncredit course?	No	No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No	No

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	The course covers a continually increasing diversity of writers, texts and critical approaches to this period's literature which highlight both the concerns of social representation in the era (e.g. the Harlem Renaissance), and our contemporary understanding of it, informed by our own era's appreciation of the complexity of diversity, equity and inclusion.
	Please check all areas in the COR that address DEI.	No value	• Basic Course Information - Course Description • Specifications - Examples of Primary Texts and References

More Options

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/ Challenge	☐	☐
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	

Changed	Field	Current Version	Proposed Version
	Will the course fulfill a UC/CSU lower-division major requirement?	No	No
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	Yes	Yes

Associated Programs

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program** Cal-GETC **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Cal-GETC **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Cal-GETC (In Development) **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Cal-GETC (In Development) **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program English **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** English **Award Type** Associate in Arts (A.A.) Degree
		Associated Program English **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** English **Award Type** Associate in Arts (A.A.) Degree
		Associated Program English for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** English for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program English for Transfer (In Development)	**Associated Program** English for Transfer (In Development)

Changed	Field	Current Version	Proposed Version
		Award Type Associate in Arts for Transfer (A.A.-T.) Degree	**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved

Changed	Field	Current Version	Proposed Version
	GE Information	**System/ Institution** C-ID **Area(s)** • ENGL - Approved. **-** (ELIT D048B or ELIT D48BH) & (ELIT D048C or ELIT D48CH) required for C-ID ENGL 135 **System/ Institution** Cal-GETC **Area(s)** • CA3B - Approved. **-** No value **System/ Institution** De Anza GE **Area(s)** • 2G3X - Approved. **-** No value	**System/ Institution** C-ID **Area(s)** • ENGL - Approved. **-** (ELIT D048B or ELIT D48BH) & (ELIT D048C or ELIT D48CH) required for C-ID ENGL 135 **System/ Institution** Cal-GETC **Area(s)** • CA3B - Approved. **-** No value **System/ Institution** De Anza GE **Area(s)** • 2G3X - Approved. **-** No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	4	4

Changed	Field	Current Version	Proposed Version
	Lecture Hours - Out of Class	8	8
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144
	Lecture Hours - Course In-Class (Contact) per Term	48	48

Changed	Field	Current Version	Proposed Version
	Lecture Hours - Course Out-of-Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	48	48
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4	4

Changed	Field	Current Version	Proposed Version
	Total Credit Units - Maximum Credit Units	4	4

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Lecture and visual aids; Discussion of assigned reading; In-class essays; In-class exploration of Internet sites; Quiz and examination review performed in class; Homework and extended projects; Field observation and field trips; Guest speakers; Collaborative learning and small group exercises; Collaborative projects	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Lecture and visual aids; Discussion of assigned reading; In-class essays; In-class exploration of Internet sites; Quiz and examination review performed in class; Homework and extended projects; Field observation and field trips; Guest speakers; Collaborative learning and small group exercises; Collaborative projects

Changed	Field	Current Version	Proposed Version
❗	**Assignments**	1. Students will read a substantial and varied offering of literary works by and about the major writers of this period. 2. Students will prepare for class discussions by developing conclusions, theories, and hypotheses in response to assigned readings. 3. Students will write at least 2,500 words during the quarter. 1. Approximately 1,500 must be an analytical and/or argumentative essay about the assigned reading and must demonstrate some achievement of course goals. 2. The remaining writing requirement: 1. Must be fulfilled in a midterm, final exam or project. 2. May also be drawn from a variety of other activities, such as: reading quizzes; reader responses; reports,	1. Students will read a substantial and varied offering of literary works by and about the major writers of this period. 2. Students will prepare for class discussions by developing conclusions, theories, and hypotheses in response to assigned readings. 3. Students will write at least 2,500 words during the quarter. 1. Approximately 1,500 must be an analytical and/or argumentative essay about the assigned reading and must demonstrate some achievement of course goals. 1. This essay will demonstrate proficiency in MLA documentation guidelines. 2. This essay will demonstrate efforts at revision, including proofreading to address problems

Changed	Field	Current Version	Proposed Version
		summaries; additional essays, long or short. 4. The honors project assignment should include one of the following: 1. Annotated Bibliography of 7-10 primary and critical texts related to the course period or topic, beyond those included in the primary course's assigned texts. 2. Additional critical analytical writing of 750-1000 words 3. Teach a 15-20 minute lesson to the class on a figure, text, movement, or cultural issue that pertains to the course period or topic accompanied by a detailed written lesson plan.	of style, grammar and useage. 2. The remaining writing requirement: 1. Must be fulfilled in a midterm, final exam or project. 2. May also be drawn from a variety of other activities, such as: reading quizzes; reader responses; reports, summaries; additional essays, long or short. 4. Students will engage in group discussion with their classmates around concerns that arise in individual literary texts. 5. The honors project assignment should include one of the following: 1. Annotated Bibliography of 7-10 primary and critical texts related to the course period or topic, beyond those included in the primary course's assigned texts. 2. Additional critical analytical writing of 750-1000 words 3. Teach a 15-20 minute lesson to the class on a figure, text, movement, or cultural issue that pertains to the course period or topic accompanied by a detailed written lesson plan.

Changed	Field	Current Version	Proposed Version
❗	**Methods of Evaluation**	**Methods of Evaluation**	**Methods of Evaluation** Methods of Evaluation

Changed	Field	Current Version		Proposed Version	
		Methods of Evaluation	1. Quizzes to evaluate comprehension and mastery of assigned texts, key terms, and concepts. 2. Participation in class discussion to evaluate ability to make an argument, to think critically, and to use textual support 3. In-class essays and tests, including final exam with multiple-choice and/or essay components that require students to summarize, integrate, and critically analyze and apply concepts examined throughout the course. 4. Formal papers to evaluate ability to analyze critically and synthesize course materials and to present an argument. 5. The Honors project	**Methods of Evaluation**	1. Quizzes to evaluate comprehension and mastery of assigned texts, key terms, and concepts. 2. Participation in class discussion to evaluate ability to make an argument, to think critically, and to use textual support 3. In-class essays and tests, including final exam with multiple-choice and/or essay components that require students to summarize, integrate, and critically analyze and apply concepts examined throughout the course. 4. Formal papers to evaluate ability to analyze critically and synthesize course materials and to present an argument. 5. The Honors project

Changed	Field	Current Version	Proposed Version
		assignment will be evaluated for depth of analysis, critical thinking skills, and a comprehensive discussion of the research topic.	assignment will be evaluated for depth of analysis, critical thinking skills, and a comprehensive discussion of the research topic.
!	**Essential Student Materials/ Essential College Facilities**	**Essential Student Materials:** • None. **Essential College Facilities:** • None.	**Essential Student Materials:** • None **Essential College Facilities:** • None

Changed	Field	Current Version	Proposed Version
❗	**Examples of Primary Texts and References**	**Title** No value **Author** Robert S. Levine gen. ed. The Norton Anthology of American Literature. Vol.2 Shorter 9th ed. Norton, 2017. **Publisher** No value **Date/ Edition** No value **ISBN** No value	**Title** No value **Author** Robert S. Levine gen. ed. The Norton Anthology of American Literature. Vol D & E, 10th ed. New York: Norton, 2022. **Publisher** No value **Date/ Edition** No value **ISBN** No value
		Title No value **Author** Lauter, Paul and Yarborough, Richard, eds. The Heath Anthology of American Literature 7th ed. Vols D and E, Boston: Houghton Mifflin, 2013. **Publisher** No value **Date/ Edition** No value **ISBN** No value	**Title** No value **Author** Lauter, Paul and Yarborough, Richard, eds. The Heath Anthology of American Literature 7th ed. Vols D and E, Boston: Houghton Mifflin, 2013. **Publisher** No value **Date/ Edition** No value **ISBN** No value
			Title Authoring America: A Survey of American Literature from the Beginnings to 2020, Vol. 4 & 5. **Author** Grogan, Christine, ed.

Changed	Field	Current Version	Proposed Version
			Publisher CC BY-SA. https://udspace.udel.edu/handle/19716/29317
			Date/ Edition 2021
			ISBN No value

Changed	Field	Current Version	Proposed Version
!	**Suggested Reading List**	**Reading List** Ellison, Ralph. Invisible Man. New York: Vintage, 1995. **May include, but are not limited to** No value **Reading List** Fiedler, Leslie A. Love and Death in the American Novel. Normal, IL: Dalkey Archive Press, 1998. **May include, but are not limited to** No value **Reading List** Fitzgerald, F. Scott. The Great Gatsby. New York: Scribner, 2004 **May include, but are not limited to** No value **Reading List** Hemingway, Ernest. The Sun Also Rises. New York: Scribner, 2006.	**Reading List** List

Changed	Field	Current Version	Proposed Version
		May include, but are not limited to No value	**May include, but are not limited to** Baldwin, James. *Giovanni's Room*. New York: Vintage International, 2013. Ellison, Ralph. *Invisible Man*. New York: Vintage, 1995. Fiedler, Leslie A. *Love and Death in the American Novel*. Normal, IL: Dalkey Archive Press, 1998. Fitzgerald, F. Scott. *The Great Gatsby*. New York: Scribner, 2004 Hemingway, Ernest. *The Sun Also Rises*. New York: Scribner, 2006. Hurston, Zora Neale. *Their Eyes Were Watching God*. New York: Harper Perennial, 2006. Morrison, Toni. *Beloved*. New York: Vintage, 2004. Morrison, Toni. *Sula*. New York: Vintage, 2004. Pynchon, Thomas. *The Crying of Lot 49*. New York: Harper Perennial, 2006. Ross, Fran. *Oreo*. New York: New Directions, 2015. Steinbeck, John. *The Grapes of Wrath*. New York: Penguin, 2006. Vonnegut, Kurt. *Slaughterhouse-Five*. New York: Dell, 1999. Wright, Richard. *Native Son*. New York: Chelsea
		Reading List Hurston, Zora Neale. Their Eyes Were Watching God. New York: Harper Perennial, 2006.	
		May include, but are not limited to No value	
		Reading List Morrison, Toni. Beloved, New York: Vintage, 2004.	
		May include, but are not limited to No value	
		Reading List Morrison, Toni. Sula. New York: Vintage, 2004.	
		May include, but are not limited to No value	

Changed	Field	Current Version	Proposed Version
		Reading List Pynchon, Thomas. The Crying of Lot 49. New York: Harper Perennial, 2006. **May include, but are not limited to** No value **Reading List** Steinbeck, John. The Grapes of Wrath. New York: Penguin, 2006. **May include, but are not limited to** No value **Reading List** Vonnegut, Kurt. Slaughterhouse-Five. New York: Dell, 1999. **May include, but are not limited to** No value **Reading List** Wright, Richard. Native Son. New York: Chelsea House, 2008.	House, 2008.

Changed	Field	Current Version	Proposed Version
	May include, but are not limited to	No value	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Examine the nature and variety of literary texts and styles in this period. • Access literary works of this period from a range of ethnic, gender, cultural, national, and global perspectives. • Demonstrate understanding of the standard critical discourse for literary works in this period. • Analyze literary works from multiple critical perspectives. • Appreciate the contribution of literary works from this period to human culture and consciousness. • Produce analytical and challenging work in the Honors assignment.	• Examine the nature and variety of literary texts and styles in this period. • Access literary works of this period from a range of ethnic, gender, cultural, national, and global perspectives. • Demonstrate understanding of the standard critical discourse for literary works in this period. • Analyze literary works from multiple critical perspectives. • Appreciate the contribution of literary works from this period to human culture and consciousness. • Produce analytical and challenging work in the Honors assignment.

Changed	Field	Current Version	Proposed Version
❗	CSLOs	**CSLOs** Acquire knowledge of the historical and cultural period, major writers, and key texts and documents of American Literature from 1914 to present. **Expected SLO Performance** 0.0 **CSLOs** Develop critical thinking skills by applying a variety of critical and theoretical criteria to the evaluation of American literature from 1914 to the present. **Expected SLO Performance** 0.0	**CSLOs** Demonstrate knowledge of the historical and cultural period, major writers, and key texts and documents of American Literature from 1914 to present. **Expected SLO Performance** 0.0 **CSLOs** Apply a variety of critical and theoretical criteria to the evaluation of American literature from 1914 to the present. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
	Course Content	1. Examine the nature and variety of literary texts and styles in this period. 1. Compare works representing ethnic, cultural, and gender diversity 2. Compare representative works of Modernist writers with stylistically diverse voices and perspectives, such as Hemingway, Faulkner, Eliot, William Carlos Williams, H.D., Moore, cummings, Hughes, and Stevens. 3. Compare representative works of Postmodernist writers with stylistically diverse voices and perspectives, such as Pynchon, Ashberry, Albee, Vonnegut, Morrison, Hempel, and Moore. 4. Identify social, political, philosophical, and aesthetic factors that characterize Modernism and Postmodernism. 2. Access literary works of this period from a range of ethnic, gender, cultural, national, and global perspectives. 1. Historicize the lives, work, and impact of literary works from diverse cultures and subcultures. 2. Analyze the rich and	1. Examine the nature and variety of literary texts and styles in this period. 1. Compare works representing ethnic, cultural, and gender diversity 2. Compare representative works of Modernist writers with stylistically diverse voices and perspectives, such as Hemingway, Faulkner, Eliot, William Carlos Williams, H.D., Moore, cummings, Hughes, and Stevens. 3. Compare representative works of Postmodernist writers with stylistically diverse voices and perspectives, such as Pynchon, Ashberry, Albee, Vonnegut, Morrison, Hempel, and Moore. 4. Identify social, political, philosophical, and aesthetic factors that characterize Modernism and Postmodernism. 2. Access literary works of this period from a range of ethnic, gender, cultural, national, and global perspectives. 1. Historicize the lives, work, and impact of literary works from diverse cultures and subcultures. 2. Analyze the rich and

Changed	Field	Current Version	Proposed Version
		diverse indigenous emerging cultural influences on the development of the literature of this period. 3. Assess the development of the national culture of North America as reflected in the major writers and texts of this period. 4. Examine the variety of ethical, philosophical, political, religious, and social perspectives in the literature of this period. 5. Investigate the depiction of male and female roles in the	diverse indigenous emerging cultural influences on the development of the literature of this period. 3. Assess the development of the national culture of North America as reflected in the major writers and texts of this period. 4. Examine the variety of ethical, philosophical, political, religious, and social perspectives in the literature of this period. 5. Investigate the depiction of male and female roles in the

Changed	Field	Current Version	Proposed Version
		development of the literature of this period. 3. Demonstrate understanding of the standard critical discourse for literary works in this period. 1. Recognize and discuss major trends in American literature-post 1914-regarding stylistic development, and social, political, religious, intellectual, and philosophical developments. 2. Examine the Modernist movement in reflection of American post WWI ideals. 3. Explore the development of the Modernist movement and concurrent literary movements and trends such as Imagism, Southern Gothic, Harlem Renaissance, and Postmodernism. 4. Consider the relevance of emerging literary schools and practices to a variety of genres and textual conventions. 4. Analyze literary works from multiple critical perspectives. 1. Examine a variety of meanings and tensions in texts, including cultural, psychological, historical, sociopolitical, biographical, formal/ aesthetic, and	development of the literature of this period. 3. Demonstrate understanding of the standard critical discourse for literary works in this period. 1. Recognize and discuss major trends in American literature-post 1914-regarding stylistic development, and social, political, religious, intellectual, and philosophical developments. 2. Examine the Modernist movement in reflection of American post WWI ideals. 3. Explore the development of the Modernist movement and concurrent literary movements and trends such as Imagism, Southern Gothic, Harlem Renaissance, and Postmodernism. 4. Consider the relevance of emerging literary schools and practices to a variety of genres and textual conventions. 4. Analyze literary works from multiple critical perspectives. 1. Examine a variety of meanings and tensions in texts, including cultural, psychological, historical, sociopolitical, biographical, formal/ aesthetic, and

Changed	Field	Current Version	Proposed Version
		linguistic. 2. Acknowledge and account for alternate critical textual interpretations. 3. Explore various theoretical perspectives and critical approaches common to contemporary literary analysis--such as psychoanalytic theory, reader response, feminism, mythological, ethnic and gender/"queer theory." 5. Appreciate the contribution of literary works from this period to human culture and consciousness. 1. Assess the values implicit in literary texts. 2. Explore ethical awareness and cultural beliefs as expressed in the language of literary texts. 3. Acquire knowledge of the historical and cultural period, the major writers, and the key texts and documents of American literature from 1914 to the present. 4. Demonstrate an awareness of the way America's past has shaped the global role of the linguistic and literary present. 6. Produce analytical and	linguistic. 2. Acknowledge and account for alternate critical textual interpretations. 3. Explore various theoretical perspectives and critical approaches common to contemporary literary analysis--such as psychoanalytic theory, reader response, feminism, mythological, ethnic and gender/"queer theory." 5. Appreciate the contribution of literary works from this period to human culture and consciousness. 1. Assess the values implicit in literary texts. 2. Explore ethical awareness and cultural beliefs as expressed in the language of literary texts. 3. Acquire knowledge of the historical and cultural period, the major writers, and the key texts and documents of American literature from 1914 to the present. 4. Demonstrate an awareness of the way America's past has shaped the global role of the linguistic and literary present. 6. Produce analytical and

Changed	Field	Current Version	Proposed Version
		challenging work in the Honors assignment. 1. Evaluate critically secondary texts. 2. Demonstrate in-depth comprehension of course content.	challenging work in the Honors assignment. 1. Evaluate critically secondary texts. 2. Demonstrate in-depth comprehension of course content.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	Eligibility for college-level composition (ENGL C1000 or ENGL C1000H or ESL D005.) as determined by college assessment or other appropriate methods.	Eligibility for college-level composition (ENGL C1000 or ENGL C1000H or ESL D005.) as determined by college assessment or other appropriate methods.
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Not open to students with credit in the non-Honors related course.) (Admission into this course requires consent of the Honors Program Coordinator.)	(Not open to students with credit in the non-Honors related course.) (Admission into this course requires consent of the Honors Program Coordinator.)
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	(Eligibility for college-level composition as determined by college assessment or other appropriate methods.)	(Eligibility for college-level composition as determined by college assessment or other appropriate methods.)
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
❗	**Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.**	No Value	Assignments A & B: Students will prepare for class discussions by developing conclusions, theories, and hypotheses in response to assigned readings. Students will write at least 2,500 words during the quarter. Approximately 1,500 must be an analytical and/or argumentative essay about the assigned reading and must demonstrate some achievement of course goals.
❗	**Objective 2: Develop analytical ideas and topics for essays.**	No Value	Course Outline A: Examine the nature and variety of literary texts and styles in this period.
❗	**Objective 3: Compose and support thesis statements for analytical essays.**	No Value	Methods of Evaluation C: In-class essays and tests, including final exam with multiple-choice and/or essay components that require students to summarize, integrate, and critically analyze and apply concepts examined throughout the course.
❗	**Objective 4: Develop clear sequential relationship between central argument/ controlling idea and supporting ideas in writing.**	No Value	Methods of Evaluation C: In-class essays and tests, including final exam with multiple-choice and/or essay components that require students to summarize, integrate, and critically analyze and apply concepts examined throughout the course.

Changed	Questions	Current Version	Proposed Version
❗	**Objective 5: Identify and practice writing for different audiences and purposes.**	No Value	Course Outline B: Access literary works of this period from a range of ethnic, gender, cultural, national, and global perspectives. Course Outline D: Analyze literary works from multiple critical perspectives. Examine a variety of meanings and tensions in texts, including cultural, psychological, historical, sociopolitical, biographical, formal/ aesthetic, and linguistic. Acknowledge and account for alternate critical textual interpretations. Explore various theoretical perspectives and critical approaches common to contemporary literary analysis-- such as psychoanalytic theory, reader response, feminism, mythological, ethnic and gender/"queer theory."
❗	**Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.**	No Value	Course Outline B: Access literary works of this period from a range of ethnic, gender, cultural, national, and global perspectives.
❗	**Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.**	No Value	Assignments C.1.2: This essay will demonstrate efforts at revision, including proofreading to address problems of style, grammar and useage.

Changed	Questions	Current Version	Proposed Version
❗	**Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.**	No Value	Assignments C.1.2: This essay will demonstrate efforts at revision, including proofreading to address problems of style, grammar and useage. Assignments A & B: Students will prepare for class discussions by developing conclusions, theories, and hypotheses in response to assigned readings. Students will write at least 2,500 words during the quarter. Approximately 1,500 must be an analytical and/or argumentative essay about the assigned reading and must demonstrate some achievement of course goals.
❗	**Objective 9: Demonstrate appropriate grammar usage and mechanics.**	No Value	Assignments C.1.2: This essay will demonstrate efforts at revision, including proofreading to address problems of style, grammar and useage.

C-Matrix Form

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being retained/ added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value
❗	**Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.**	No Value	Enrollment in this course must be approved by the Honors Program Coordinator.
	Objective 3: For Prerequisites based on Government/ Licensing/ Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline A: Examine the nature and variety of literary texts and styles in this period.

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Assignments C: Students will write at least 2,500 words during the quarter. Assignments D: Students will engage in group discussion with their classmates around concerns that arise in individual literary texts. Methods of Evaluation B: Participation in class discussion to evaluate ability to make an argument, to think critically, and to use textual support.
❗	**Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Assignments B: Students will prepare for class discussions by developing conclusions, theories, and hypotheses in response to assigned readings.

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline B: Access literary works of this period from a range of ethnic, gender, cultural, national, and global perspectives.
❗	**Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline E: Appreciate the contribution of literary works from this period to human culture and consciousness.

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline D3: Explore various theoretical perspectives and critical approaches common to contemporary literary analysis--such as psychoanalytic theory, reader response, feminism, mythological, ethnic and gender/"queer theory."

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value
	Stage 7: Content Review Matrix Liaison	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Stage 8: Dean of Online Learning	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	ELIT 048CH	ELIT 048CH
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	Honors	Honors
	Cross-Listed/ Related Course Information	NA	NA
	Cross-Listed/ Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/ YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Curriculum Office Notes	• Tech. change to prerequisite statement; see memo appr. 6/18/19 (effect. F20).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc	• Tech. change to prerequisite statement; see memo appr. 6/18/19 (effect. F20).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: DEI	No Value	

Date	Tab	Part - Field	Type of Edit	Edit
4/9/2026	Basic Course Information	Course Description	Suggested	Conside describe
4/9/2026	Specifications	Examples of Primary Texts and References	Required	Thanks check to options, under $ initiator compon
4/9/2026	Specifications	Examples of Primary Texts and References	Suggested	Do Exar technica so, let m
4/9/2026	Specifications	Assignments	Suggested	Do assig experier consider
4/9/2026	Specifications	Methods of Evaluation	Suggested	For any when po assignm

<table>
<tr><th>Changed</th><th>Questions</th><th>Current Version</th><th>Proposed Version</th></tr>
<tr><td></td><td>Stage 4: Articulation Officer</td><td>No Value</td><td>No Value</td></tr>
<tr><td>!</td><td>Stage 5: De Anza General Education</td><td>No Value</td><td>Date Tab Part - Field Type of Edit Edit
4/23/26 De Anza GE Form Criteria 1-6 Required Please provi</td></tr>
<tr><td>!</td><td>Stage 6: Content Review Matrix Liaison</td><td>No Value</td><td>Date Tab Part - Field Type of Edit Edit
5/4/26 Matrix B all that apply Required Please complete for
5/4/26 Matrix H Objective 2 Required Please complete for
5/5/26 Matrix B all that apply Required Please see commen
Your Req/Adv tab as</td></tr>
<tr><td></td><td>Stage 7: Dean of Online Learning</td><td>No Value</td><td>No Value</td></tr>
<tr><td>!</td><td>Stage 8: SLO Coordinator</td><td>No Value</td><td>
<table>
<tr><th>Date</th><th>Tab</th><th>Part - Field</th><th>Type of Edit</th><th>Edit</th></tr>
<tr><td>5/7/2026</td><td>Learning Outcomes</td><td>CSLO #1</td><td>Required</td><td>Acquire knowledge of the
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%2BWorkflow%26filterJson
Learning outcomes need to
) Suggestion:
Demonstrate knowledge c</td></tr>
<tr><td>5/7/2026</td><td>Learning Outcomes</td><td>CSLO #2</td><td>Required</td><td>Develop critical thinking s
actionMethod=to&page=%2
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%2BWorkflow%26filterJson
Must start with Bloom’s Taxo
Apply a variety of critical a</td></tr>
</table>
</td></tr>
<tr><td></td><td>Stage 10: Curriculum Committee</td><td>No Value</td><td>No Value</td></tr>
</table>

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	ELITD48CH
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000592162

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	

Changed	Field	Current Version
	Course Crosswalk CRS-NUMBER	

De Anza College

Change Report

06/08/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes	CSLOs
Req/Adv	Prerequisite(s):
B-Matrix Form	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.
B-Matrix Form	Objective 2: Develop analytical ideas and topics for essays.
B-Matrix Form	Objective 3: Compose and support thesis statements for analytical essays.
B-Matrix Form	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

Section	Changed field
B-Matrix Form	Objective 5: Identify and practice writing for different audiences and purposes.
B-Matrix Form	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.
B-Matrix Form	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.
B-Matrix Form	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.
B-Matrix Form	Objective 9: Demonstrate appropriate grammar usage and mechanics.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Section	Changed field
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Comments	Stage 3: DEI
Comments	Stage 5: De Anza General Education
Comments	Stage 6: Content Review Matrix Liaison
Comments	Stage 8: SLO Coordinator
DEI Review	Please check all areas in the COR that address DEI.
DEI Review	Please summarize the ways in which your course includes DEI.

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• Mi Chang	• Tim Shively • Chow, Karen
	Course ID (CB01A and CB01B)	ELITD048C	ELITD048C
	Course Control Number	CCC000324314	CCC000324314
	Course Title (CB02)	Major American Writers (The Modern Age, 1914-the Present)	Major American Writers (The Modern Age, 1914-the Present)

Changed	Field	Current Version	Proposed Version
	Short Course Title	MAJR AMERCN WRTRS (1914-PRSNT)	MAJR AMERCN WRTRS (1914-PRSNT)
	TOP Code (CB03)	1501.00	1501.00 English
	CIP Code	English Language and Literature, General	23.0101 English Language and Literature, General
	Department	ELIT - English Literature	ELIT - English Literature
!	**Effective Term**	Fall 2025	Fall ~~2025~~ 2027
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
!	**Course Description**	This course explores the reading and critical analysis of representative works by major writers of the modern/postmodern periods such as Faulkner, Hemingway, Hurston, Morrison, Fitzgerald, Hughes, Wright, Ellison, Williams, Cisneros, Stevens, Sexton, Eliot, Vonnegut, Pynchon, O'Connor, Plath, Carver, Wilson, and O'Neill.	This course explores representative works by major writers of the modern/postmodern periods of American Literature, such as Faulkner, Hemingway, Hurston, Morrison, Fitzgerald, Hughes, Wright, Ellison, Williams, Cisneros, Stevens, Sexton, Eliot, Vonnegut, Pynchon, O'Connor, Plath, Carver, Wilson, and O'Neill. It fosters critical analysis of these texts and consideration of the social, historical and intellectual contexts in which they appeared.
	Course Type (CB27)	• Lower Division	• Lower Division
!	**Mode of Delivery**	No value	• Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
!	**Discipline 1**	No value	• English
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	**FSA**	No value	• FHDA FSA - ENGLISH

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is a major preparation requirement in the discipline of English for at least one CSU or UC. This course also meets a general education requirement for De Anza and Cal-GETC. This course belongs on the English AA Degree. Students develop the ability to assess literary works of this period from a range of ethnic, gender, cultural, national, and global perspectives, use the standard critical discourse for literary works in this period and analyze literary works from multiple critical perspectives.	This course is a major preparation requirement in the discipline of English for at least one CSU or UC. This course also meets a general education requirement for De Anza and Cal-GETC. This course belongs on the English AA Degree. Students develop the ability to assess literary works of this period from a range of ethnic, gender, cultural, national, and global perspectives, use the standard critical discourse for literary works in this period and analyze literary works from multiple critical perspectives.

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No	No

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	Yes - don't forget to duplicate the revisions in the honors/non-honors course	Yes - don't forget to duplicate the revisions in the honors/non-honors course

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/ noncredit course?	No	No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No	No

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No

DEI Review

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
❗	**Please check all areas in the COR that address DEI.**	No value	• Specifications - Examples of Primary Texts and References • Basic Course Information - Course Description
	Please summarize the ways in which your course includes DEI.	No value	The course covers a continually increasing diversity of writers, texts and critical approaches to this period's literature which highlight both the concerns of social representation in the era (e.g. the Harlem Renaissance), and our contemporary understanding of it, informed by our own era's appreciation of the complexity of diversity, equity and inclusion.

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass

Changed	Field	Current Version	Proposed Version
	Allow Students to Gain Credit by Exam/ Challenge	☐	☐
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	
	Will the course fulfill a UC/CSU lower-division major requirement?	No	No
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	Yes	Yes

Associated Programs

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program** Cal-GETC **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Cal-GETC **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Cal-GETC (In Development) **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Cal-GETC (In Development) **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program English **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** English **Award Type** Associate in Arts (A.A.) Degree
		Associated Program English **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** English **Award Type** Associate in Arts (A.A.) Degree
		Associated Program English for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** English for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program English for Transfer (In Development)	**Associated Program** English for Transfer (In Development)

Changed	Field	Current Version	Proposed Version
		Award Type Associate in Arts for Transfer (A.A.-T.) Degree	**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU

Changed	Field	Current Version	Proposed Version
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved
	GE Information	**System/ Institution** C-ID **Area(s)** • ENGL - Approved. **-** (ELIT D048B or ELIT D48BH) & (ELIT D048C or ELIT D48CH) required for C-ID ENGL 135 **System/ Institution** Cal-GETC **Area(s)** • CA3B - Approved. **-** No value **System/ Institution** De Anza GE **Area(s)** • 2G3X - Approved. **-** No value	**System/ Institution** C-ID **Area(s)** • ENGL - Approved. **-** (ELIT D048B or ELIT D48BH) & (ELIT D048C or ELIT D48CH) required for C-ID ENGL 135 **System/ Institution** Cal-GETC **Area(s)** • CA3B - Approved. **-** No value **System/ Institution** De Anza GE **Area(s)** • 2G3X - Approved. **-** No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	4	4
	Lecture Hours - Out of Class	8	8
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144

Changed	Field	Current Version	Proposed Version
	Lecture Hours - Course In-Class (Contact) per Term	48	48
	Lecture Hours - Course Out-of-Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	48	48

Changed	Field	Current Version	Proposed Version
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4	4
	Total Credit Units - Maximum Credit Units	4	4

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.

Changed	Field	Current Version	Proposed Version
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
!	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading In-class essays In-class exploration of Internet sites Quiz and examination review performed in class Homework and extended projects Field observation and field trips Guest speakers Collaborative learning and small group exercises Collaborative projects	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading In-class essays In-class exploration of Internet sites Quiz and examination review performed in class Homework and extended projects Field observation and field trips Guest speakers Collaborative learning and small group exercises Collaborative projects

Changed	Field	Current Version	Proposed Version
❗	**Assignments**	1. Students will read a substantial and varied offering of literary works by and about the major writers of this period. 2. Students will prepare for class discussions by developing conclusions, theories, and hypotheses in response to assigned readings. 3. Students will write at least 2,500 words during the quarter. 1. Approximately 1,500 must be an analytical and/or argumentative essay about the assigned reading and must demonstrate some achievement of course goals. 2. The remaining writing requirement: 1. Must be fulfilled in a midterm, final exam or project. 2. May also be drawn from a variety of other activities, such as: reading quizzes; reader responses; reports, summaries; additional essays, long or short. 4. Students will write a final examination.	1. Students will read a substantial and varied offering of literary works by and about the major writers of this period. 2. Students will prepare for class discussions by developing conclusions, theories, and hypotheses in response to assigned readings. 3. Students will write at least 2,500 words during the quarter. 1. Approximately 1,500 must be an analytical and/or argumentative essay about the assigned reading and must demonstrate some achievement of course goals. 1. This essay will demonstrate proficiency in MLA documentation guidelines. 2. This essay will demonstrate efforts at revision, including proofreading to address problems of style, grammar and useage. 4. The remaining writing requirement: 1. Must be fulfilled in a midterm, final exam or project. 2. May also be drawn from a variety of other activities, such as: reading quizzes; reader responses; reports, summaries; additional essays, long or short. 5. Students will engage in group

Changed	Field	Current Version	Proposed Version
			discussion with their classmates on concerns that arise in given texts. 6. Students will write a final examination.

Changed	Field	Current Version	Proposed Version
❗	**Methods of Evaluation**	**Methods of Evaluation**	**Methods of Evaluation** Methods of Evaluation

Changed	Field	Current Version	Proposed Version
	Methods of Evaluation	1. Quizzes to evaluate comprehension and mastery of assigned texts, key terms, and concepts. 2. Participation in class discussion to evaluate ability to make an argument, to think critically, and to use textual support. 3. In-class essays and tests, including final exam with multiple-choice and/or essay components that require students to summarize, integrate, and critically analyze and apply concepts examined throughout the course. 4. Formal papers to evaluate ability to analyze critically and synthesize course materials and to present an argument.	1. Quizzes to evaluate comprehension and mastery of assigned texts, key terms, and concepts. 2. Participation in class discussion to evaluate ability to make an argument, to think critically, and to use textual support. 3. In-class essays and tests, including final exam with multiple-choice and/or essay components that require students to summarize, integrate, and critically analyze and apply concepts examined throughout the course. 4. Formal papers to evaluate ability to analyze critically and synthesize course materials and to present an argument.

Changed	Field	Current Version	Proposed Version
❗	**Essential Student Materials/ Essential College Facilities**	**Essential Student Materials:** • None. **Essential College Facilities:** • None.	**Essential Student Materials:** • None **Essential College Facilities:** • None

Changed	Field	Current Version	Proposed Version
❗	**Examples of Primary Texts and References**	**Title** No value **Author** Robert S. Levine gen. ed. The Norton Anthology of American Literature. Vol.2 Shorter 9th ed. Norton, 2017. **Publisher** No value **Date/ Edition** No value **ISBN** No value	**Title** No value **Author** Robert S. Levine gen. ed. The Norton Anthology of American Literature. Vol D & E, 10th ed. New York: Norton, 2022. **Publisher** No value **Date/ Edition** No value **ISBN** No value
		Title No value **Author** Lauter, Paul and Yarborough, Richard, eds. The Heath Anthology of American Literature 7th ed. Vols D and E, Boston: Houghton Mifflin, 2013. **Publisher** No value **Date/ Edition** No value **ISBN** No value	**Title** No value **Author** Lauter, Paul and Yarborough, Richard, eds. The Heath Anthology of American Literature 7th ed. Vols D and E, Boston: Houghton Mifflin, 2013. **Publisher** No value **Date/ Edition** No value **ISBN** No value
			Title Authoring America: A Survey of American Literature from the Beginnings to 2020, Vol. 4 & 5. **Author** Grogan, Christine, ed.

Changed	Field	Current Version	Proposed Version
			Publisher CC BY-SA. https://udspace.udel.edu/handle/19716/29317
			Date/ Edition 2021
			ISBN No value

Changed	Field	Current Version	Proposed Version
!	**Suggested Reading List**	**Reading List** Ellison, Ralph. Invisible Man. New York: Vintage, 1995. **May include, but are not limited to** No value **Reading List** Fiedler, Leslie A. Love and Death in the American Novel. Normal, IL: Dalkey Archive Press, 1998. **May include, but are not limited to** No value **Reading List** Fitzgerald, F. Scott. The Great Gatsby. New York: Scribner, 2004 **May include, but are not limited to** No value **Reading List** Hemingway, Ernest. The Sun Also Rises. New York: Scribner, 2006.	**Reading List** List

Changed	Field	Current Version	Proposed Version
		May include, but are not limited to No value	**May include, but are not limited to** Baldwin, James. *Giovanni's Room*. New York: Vintage International, 2013. Ellison, Ralph. *Invisible Man*. New York: Vintage, 1995. Fiedler, Leslie A. *Love and Death in the American Novel*. Normal, IL: Dalkey Archive Press, 1998. Fitzgerald, F. Scott. *The Great Gatsby*. New York: Scribner, 2004 Hemingway, Ernest. *The Sun Also Rises*. New York: Scribner, 2006. Hurston, Zora Neale. *Their Eyes Were Watching God*. New York: Harper Perennial, 2006. Morrison, Toni. *Beloved*. New York: Vintage, 2004. Morrison, Toni. *Sula*. New York: Vintage, 2004. Pynchon, Thomas. *The Crying of Lot 49*. New York: Harper Perennial, 2006. Ross, Fran. *Oreo*. New York: New Directions, 2015. Steinbeck, John. *The Grapes of Wrath*. New York: Penguin, 2006. Vonnegut, Kurt. *Slaughterhouse-Five*. New York: Dell, 1999. Wright, Richard. *Native Son*. New York: Chelsea
		Reading List Hurston, Zora Neale. Their Eyes Were Watching God. New York: Harper Perennial, 2006.	
		May include, but are not limited to No value	
		Reading List Morrison, Toni. Beloved, New York: Vintage, 2004.	
		May include, but are not limited to No value	
		Reading List Morrison, Toni. Sula. New York: Vintage, 2004.	
		May include, but are not limited to No value	

Changed	Field	Current Version	Proposed Version
		Reading List Pynchon, Thomas. The Crying of Lot 49. New York: Harper Perennial, 2006. **May include, but are not limited to** No value **Reading List** Steinbeck, John. The Grapes of Wrath. New York: Penguin, 2006. **May include, but are not limited to** No value **Reading List** Vonnegut, Kurt. Slaughterhouse-Five. New York: Dell, 1999. **May include, but are not limited to** No value **Reading List** Wright, Richard. Native Son. New York: Chelsea House, 2008.	House, 2008.

Changed	Field	Current Version	Proposed Version
	May include, but are not limited to	No value	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Examine the nature and variety of literary texts and styles in this period. • Access literary works of this period from a range of ethnic, gender, cultural, national, and global perspectives. • Demonstrate understanding of the standard critical discourse for literary works in this period. • Analyze literary works from multiple critical perspectives. • Appreciate the contribution of literary works from this period to human culture and consciousness.	• Examine the nature and variety of literary texts and styles in this period. • Access literary works of this period from a range of ethnic, gender, cultural, national, and global perspectives. • Demonstrate understanding of the standard critical discourse for literary works in this period. • Analyze literary works from multiple critical perspectives. • Appreciate the contribution of literary works from this period to human culture and consciousness.

Changed	Field	Current Version	Proposed Version
❗	CSLOs	**CSLOs** Acquire knowledge of the historical and cultural period, major writers, and key texts and documents of American Literature from 1914 to present. **Expected SLO Performance** 0.0 **CSLOs** Develop critical thinking skills by applying a variety of critical and theoretical criteria to the evaluation of American literature from 1914 to the present. **Expected SLO Performance** 0.0	**CSLOs** Demonstrate knowledge of the historical and cultural period, major writers, and key texts and documents of American Literature from 1914 to present. **Expected SLO Performance** 0.0 **CSLOs** Apply a variety of critical and theoretical criteria to the evaluation of American literature from 1914 to the present. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
	Course Content	1. Examine the nature and variety of literary texts and styles in this period. 1. Compare works representing ethnic, cultural, and gender diversity 2. Compare representative works of Modernist writers with stylistically diverse voices and perspectives, such as Hemingway, Faulkner, Eliot, William Carlos Williams, H.D., Moore, cummings, Hughes, and Stevens. 3. Compare representative works of Postmodernist writers with stylistically diverse voices and perspectives, such as Pynchon, Ashberry, Albee, Vonnegut, Morrison, Hempel, and Moore. 4. Identify social, political, philosophical, and aesthetic factors that characterize Modernism and Postmodernism. 2. Access literary works of this period from a range of ethnic, gender, cultural, national, and global perspectives. 1. Historicize the lives, work, and impact of literary works from diverse cultures and subcultures. 2. Analyze the rich and	1. Examine the nature and variety of literary texts and styles in this period. 1. Compare works representing ethnic, cultural, and gender diversity 2. Compare representative works of Modernist writers with stylistically diverse voices and perspectives, such as Hemingway, Faulkner, Eliot, William Carlos Williams, H.D., Moore, cummings, Hughes, and Stevens. 3. Compare representative works of Postmodernist writers with stylistically diverse voices and perspectives, such as Pynchon, Ashberry, Albee, Vonnegut, Morrison, Hempel, and Moore. 4. Identify social, political, philosophical, and aesthetic factors that characterize Modernism and Postmodernism. 2. Access literary works of this period from a range of ethnic, gender, cultural, national, and global perspectives. 1. Historicize the lives, work, and impact of literary works from diverse cultures and subcultures. 2. Analyze the rich and

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		diverse indigenous emerging cultural influences on the development of the literature of this period. 3. Assess the development of the national culture of North America as reflected in the major writers and texts of this period. 4. Examine the variety of ethical, philosophical, political, religious, and social perspectives in the literature of this period. 5. Investigate the depiction of male and female roles in the development of the literature of this period. 3. Demonstrate understanding of the standard critical discourse for literary works in this period. 1. Recognize and discuss major trends	diverse indigenous emerging cultural influences on the development of the literature of this period. 3. Assess the development of the national culture of North America as reflected in the major writers and texts of this period. 4. Examine the variety of ethical, philosophical, political, religious, and social perspectives in the literature of this period. 5. Investigate the depiction of male and female roles in the development of the literature of this period. 3. Demonstrate understanding of the standard critical discourse for literary works in this period. 1. Recognize and discuss major trends

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		in American literature-post 1914-regarding stylistic development, and social, political, religious, intellectual, and philosophical developments. 2. Examine the Modernist movement in reflection of American post WWI ideals. 3. Explore the development of the Modernist movement and concurrent literary movements and trends such as Imagism, Southern Gothic, Harlem Renaissance, and Postmodernism. 4. Consider the relevance of emerging literary schools and practices to a variety of genres and textual conventions. 4. Analyze literary works from multiple critical perspectives. 1. Examine a variety of meanings and tensions in texts, including cultural, psychological, historical, sociopolitical, biographical, formal/ aesthetic, and linguistic. 2. Acknowledge and account for alternate critical textual interpretations. 3. Explore various theoretical perspectives and	in American literature-post 1914-regarding stylistic development, and social, political, religious, intellectual, and philosophical developments. 2. Examine the Modernist movement in reflection of American post WWI ideals. 3. Explore the development of the Modernist movement and concurrent literary movements and trends such as Imagism, Southern Gothic, Harlem Renaissance, and Postmodernism. 4. Consider the relevance of emerging literary schools and practices to a variety of genres and textual conventions. 4. Analyze literary works from multiple critical perspectives. 1. Examine a variety of meanings and tensions in texts, including cultural, psychological, historical, sociopolitical, biographical, formal/ aesthetic, and linguistic. 2. Acknowledge and account for alternate critical textual interpretations. 3. Explore various theoretical perspectives and

Changed	Field	Current Version	Proposed Version
		critical approaches common to contemporary literary analysis--such as psychoanalytic theory, reader response, feminism, mythological, ethnic and gender/"queer theory."	critical approaches common to contemporary literary analysis--such as psychoanalytic theory, reader response, feminism, mythological, ethnic and gender/"queer theory."
		5. Appreciate the contribution of literary works from this period to human culture and consciousness. 1. Assess the values implicit in literary texts. 2. Explore ethical awareness and cultural beliefs as expressed in the language of literary texts. 3. Acquire knowledge of the historical and cultural period, the major writers, and the key texts and documents of American literature from 1914 to the present. 4. Demonstrate an awareness of the way America's past has shaped the global role of the linguistic and literary present.	5. Appreciate the contribution of literary works from this period to human culture and consciousness. 1. Assess the values implicit in literary texts. 2. Explore ethical awareness and cultural beliefs as expressed in the language of literary texts. 3. Acquire knowledge of the historical and cultural period, the major writers, and the key texts and documents of American literature from 1914 to the present. 4. Demonstrate an awareness of the way America's past has shaped the global role of the linguistic and literary present.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
❗	**Prerequisite(s):**	Eligibility for college-level composition (ENGL C1000 or ENGL C1000H or ESL D005.) as determined by college assessment or other appropriate methods.	Eligibility for college-level composition (ENGL C1000 or ENGL C1000H or ESL D005) as determined by college assessment or other appropriate methods.
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Not open to students with credit in the Honors Program related course.)	(Not open to students with credit in the Honors Program related course.)
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	(Eligibility for college-level composition as determined by college assessment or other appropriate methods.)	(Eligibility for college-level composition as determined by college assessment or other appropriate methods.)

Changed	Questions	Current Version	Proposed Version
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
!	**Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.**	No Value	From Course Outline: A. Examine the nature and variety of literary texts and styles in this period. Compare works representing ethnic, cultural, and gender diversity Compare representative works of Modernist writers with stylistically diverse voices and perspectives, such as Hemingway, Faulkner, Eliot, William Carlos Williams, H.D., Moore, cummings, Hughes, and Stevens. Compare representative works of Postmodernist writers with stylistically diverse voices and perspectives, such as Pynchon, Ashberry, Albee, Vonnegut, Morrison, Hempel, and Moore. Identify social, political, philosophical, and aesthetic factors that characterize Modernism and Postmodernism. Analyze literary works from multiple critical perspectives. Examine a variety of meanings and tensions in texts, including cultural, psychological, historical, sociopolitical, biographical, formal/aesthetic, and linguistic. Acknowledge and account for alternate critical textual interpretations. Explore various theoretical perspectives and critical approaches common to contemporary literary analysis--such as psychoanalytic theory, reader response, feminism, mythological, ethnic and gender/"queer theory." From Methods of evaluation: In-class essays In-class exploration of Internet sites Quiz and examination review performed in class

Changed	Questions	Current Version	Proposed Version
			Homework and extended projects

Changed	Questions	Current Version	Proposed Version
!	**Objective 2: Develop analytical ideas and topics for essays.**	No Value	From Course Outline: B. Access literary works of this period from a range of ethnic, gender, cultural, national, and global perspectives. Historicize the lives, work, and impact of literary works from diverse cultures and subcultures. Analyze the rich and diverse indigenous emerging cultural influences on the development of the literature of this period. Assess the development of the national culture of North America as reflected in the major writers and texts of this period. Examine the variety of ethical, philosophical, political, religious, and social perspectives in the literature of this period. Investigate the depiction of male and female roles in the development of the literature of this period. C. Demonstrate understanding of the standard critical discourse for literary works in this period. Recognize and discuss major trends in American literature-post 1914-regarding stylistic development, and social, political, religious, intellectual, and philosophical developments. Examine the Modernist movement in reflection of American post WWI ideals. Explore the development of the Modernist movement and concurrent literary movements and trends such as Imagism, Southern Gothic, Harlem Renaissance, and Postmodernism. Consider the relevance of emerging literary schools and practices to a variety of genres and textual conventions. From Methods of evaluation: In-class essays In-class exploration of Internet sites Quiz and examination review performed in class

Changed	Questions	Current Version	Proposed Version
			Homework and extended projects
!	**Objective 3: Compose and support thesis statements for analytical essays.**	No Value	Methods of Evaluation C: In-class essays and tests, including final exam with multiple-choice and/or essay components that require students to summarize, integrate, and critically analyze and apply concepts examined throughout the course. From Methods of evaluation: In-class essays In-class exploration of Internet sites Quiz and examination review performed in class Homework and extended projects
!	**Objective 4: Develop clear sequential relationship between central argument/ controlling idea and supporting ideas in writing.**	No Value	From Methods of Evaluation: Lecture and visual aids Discussion of assigned reading In-class essays In-class exploration of Internet sites Quiz and examination review performed in class Homework and extended projects

Changed	Questions	Current Version	Proposed Version
❗	**Objective 5: Identify and practice writing for different audiences and purposes.**	No Value	From Course Outline: B.Access literary works of this period from a range of ethnic, gender, cultural, national, and global perspectives. Historicize the lives, work, and impact of literary works from diverse cultures and subcultures. Analyze the rich and diverse indigenous emerging cultural influences on the development of the literature of this period. Assess the development of the national culture of North America as reflected in the major writers and texts of this period. Examine the variety of ethical, philosophical, political, religious, and social perspectives in the literature of this period. Investigate the depiction of male and female roles in the development of the literature of this period. C. Demonstrate understanding of the standard critical discourse for literary works in this period. Recognize and discuss major trends in American literature-post 1914-regarding stylistic development, and social, political, religious, intellectual, and philosophical developments. Examine the Modernist movement in reflection of American post WWI ideals. Explore the development of the Modernist movement and concurrent literary movements and trends such as Imagism, Southern Gothic, Harlem Renaissance, and Postmodernism. Consider the relevance of emerging literary schools and practices to a variety of genres and textual conventions.

Changed	Questions	Current Version	Proposed Version
!	**Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.**	No Value	Methods of Evaluation C: In-class essays and tests, including final exam with multiple-choice and/or essay components that require students to summarize, integrate, and critically analyze and apply concepts examined throughout the course. from Course Outline: A. Examine the nature and variety of literary texts and styles in this period. Compare works representing ethnic, cultural, and gender diversity Compare representative works of Modernist writers with stylistically diverse voices and perspectives, such as Hemingway, Faulkner, Eliot, William Carlos Williams, H.D., Moore, cummings, Hughes, and Stevens. Compare representative works of Postmodernist writers with stylistically diverse voices and perspectives, such as Pynchon, Ashberry, Albee, Vonnegut, Morrison, Hempel, and Moore. Identify social, political, philosophical, and aesthetic factors that characterize Modernism and Postmodernism.
!	**Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.**	No Value	Assignments C.1.2: This essay will demonstrate efforts at revision, including proofreading to address problems of style, grammar and useage. from Methods of Evaluation: Lecture and visual aids Discussion of assigned reading In-class essays In-class exploration of Internet sites Quiz and examination review performed in class Homework and extended projects

Changed	Questions	Current Version	Proposed Version
❗	**Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.**	No Value	Assignments C.1.2: This essay will demonstrate efforts at revision, including proofreading to address problems of style, grammar and useage. from Methods of Evaluation: Lecture and visual aids Discussion of assigned reading In-class essays In-class exploration of Internet sites Quiz and examination review performed in class Homework and extended projects
❗	**Objective 9: Demonstrate appropriate grammar usage and mechanics.**	No Value	Assignments C.1.2: This essay will demonstrate efforts at revision, including proofreading to address problems of style, grammar and useage. from Methods of Evaluation: Lecture and visual aids Discussion of assigned reading In-class essays In-class exploration of Internet sites Quiz and examination review performed in class Homework and extended projects

C-Matrix Form

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being retained/ added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/ Licensing/ Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline A: Examine the nature and variety of literary texts and styles in this period.

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Assignments C: Students will write at least 2,500 words during the quarter. Assignments D: Students will engage in group discussion with their classmates on concerns that arise in given texts. Methods of Evaluation B: Participation in class discussion to evaluate ability to make an argument, to think critically, and to use textual support.
❗	**Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Assignments B: Students will prepare for class discussions by developing conclusions, theories, and hypotheses in response to assigned readings.

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline B: Access literary works of this period from a range of ethnic, gender, cultural, national, and global perspectives.
❗	**Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline E: Appreciate the contribution of literary works from this period to human culture and consciousness.

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline D3: Explore various theoretical perspectives and critical approaches common to contemporary literary analysis--such as psychoanalytic theory, reader response, feminism, mythological, ethnic and gender/"queer theory."

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value
	Stage 7: Content Review Matrix Liaison	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Stage 8: Dean of Online Learning	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	ELIT 048C	ELIT 048C
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA
	Cross-Listed/ Related Course Information	NA	NA
	Cross-Listed/ Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/ YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Curriculum Office Notes	• Tech. change to prerequisite statement; see memo appr. 6/18/19 (effect. F20).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc	• Tech. change to prerequisite statement; see memo appr. 6/18/19 (effect. F20).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: DEI	No Value	

Date	Tab	Part - Field	Type of Edit	Edit
4/9/2026	Basic Course Information	Course Description	Suggested	Conside describe
4/9/2026	Specifications	Examples of Primary Texts and References	Required	Thanks check to conside $50.00. respons of this e
4/9/2026	Specifications	Examples of Primary Texts and References	Suggested	Do Exar technica so, let m
4/9/2026	Specifications	Assignments	Suggested	Do assi course feedbac let me k
4/9/2026	Specifications	Methods of Evaluation	Suggested	For any possible not appr

	Stage 4: Articulation Officer	No Value	No Value

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<tr><td>!</td><td>Stage 5: De Anza General Education</td><td>No Value</td><td>Date Tab Part - Field Type of Edit Edit
4/23/26 De Anza GE Form Criteria 1-6 Required Please provi</td></tr>
<tr><td>!</td><td>Stage 6: Content Review Matrix Liaison</td><td>No Value</td><td>Date Tab Part - Field Type of Edit Edit
5/4/26 Matrix B all that apply Required Please complete for y
5/5/26 Matrix B all that apply Required please complete for y</td></tr>
<tr><td></td><td>Stage 7: Dean of Online Learning</td><td>No Value</td><td>No Value</td></tr>
<tr><td>!</td><td>Stage 8: SLO Coordinator</td><td>No Value</td><td>
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<tr><th>Date</th><th>Tab</th><th>Part - Field</th><th>Type of Edit</th><th>Edit</th></tr>
<tr><td>5/7/2026</td><td>Learning Outcomes</td><td>CSLO #1</td><td>Required</td><td>A<u>cquire knowledge of the</u>
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Learning outcomes need to
) Suggestion:
Demonstrate knowledge c</td></tr>
<tr><td>5/7/2026</td><td>Learning Outcomes</td><td>CSLO #2</td><td>Required</td><td><u>Develop critical thinking</u>
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Learning outcomes need to
) Suggestion:
Apply a variety of critical</td></tr>
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<tr><td></td><td>Stage 10: Curriculum Committee</td><td>No Value</td><td>No Value</td></tr>
</table>

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	ELITD048C
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000324314

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	

Changed	Field	Current Version
	Course Crosswalk CRS-NUMBER	

De Anza College

Change Report

06/08/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Suggested Reading List
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval

Section	Changed field
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Req/Adv	Limitation(s) on Enrollment:
Req/Adv	Limitation(s) on Enrollment - Other:
Comments	Stage 3: DEI
Comments	Stage 6: Content Review Matrix Liaison
Stand-Alone Statement	Stand-Alone Statement
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.

Section	Changed field
UC Transferable and/or Lower-Division Major Requirement	Will the course fulfill a UC/CSU lower-division major requirement?
UC Transferable and/or Lower-Division Major Requirement	Will the course be UC transferable?

General Information

Changed	Field	Current Version	Proposed Version
!	**Faculty Initiator**	• eLumenData, eLumenData	• Karen Chow
	Course ID (CB01A and CB01B)	ELITD078.	ELITD078.
	Course Control Number	CCC000363748	CCC000363748
	Course Title (CB02)	Special Topics in Literature	Special Topics in Literature
	Short Course Title	SPECIAL TOPICS IN LIT	SPECIAL TOPICS IN LIT
	TOP Code (CB03)	1501.00	1501.00 English
	CIP Code	English Language and Literature, General	23.0101 English Language and Literature, General
	Department	ELIT - English Literature	ELIT - English Literature
!	**Effective Term**	Fall 2021	Fall ~~2021~~ 2027
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
!	**Course Description**	This course involves an intensive study and analysis of a special topic in literature.	This course involves an intensive study and analysis of a special topic in literature. Topics can include race, ethnicity, gender, sexuality, immigration, class, religion, identity and other sociological issues, via a variety of approaches including but not limited to research based, close critical study, culturally informed critique, and literary theory.
!	**Course Type (CB27)**	No value	• Lower Division

Changed	Field	Current Version	Proposed Version
❗	**Mode of Delivery**	• NA	• Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• English
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - ENGLISH

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This CSU transferable course offers an intensive study and analysis of a special topic in literature. It is a stand-alone course.	This CSU transferable course offers an intensive study and analysis of a special topic in literature. It is a stand-alone course.

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No
	Foothill Faculty Consultation Name	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	The purpose of this course is to allow students to work with an instructor to come up with an independent project in the study of literature, to be mutually determined by the student with the instructor.

CTE Course

Changed	Field	Current Version	Proposed Version
!	**Is this a CTE (Career Technical Education) course?**	No value	No

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
!	**Is this an honors/non-honors course?**	No value	No

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
!	**Is this a mirrored credit/noncredit course?**	No value	No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
!	**Is this a cross-listed course?**	No value	No

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	From the Course Outline: Examine a major theme, topic, or technique in literature in depth and breadth. From the Methods of Evaluation: Written responses showing sensitivity to literary/cultural/social issues in the reading, which can include race, ethnicity, gender, sexuality, immigration, class, religion, identity and other sociological issues From the Methods of Instruction: Collaborative learning and small group exercises Discussion of assigned reading Field observation and field trips Guest speakers May include a variety of genres and time periods. Focused themes and topics may be critically examined via a variety of approaches including but not limited to research based, close critical study, culturally informed critique, literary theory. Techniques such as Narrative Collage, the Unreliable Narrator, etc. Differentiate a variety of contexts, as well as responses, statements, and values associated with course subject. Identify any cultural, philosophical, social, religious, or political background that might be intimately related to the special topic. Demonstrate an ability and a desire to pursue a topic further and be able to recognize this topic as treated in other literature. From Methods of Evalution: Written responses showing sensitivity to literary/cultural/social issues in the reading, which can include race, ethnicity, gender, sexuality, immigration, class, religion, identity and other sociological issues
!	**Please check all areas in the COR that address DEI.**	No value	• Specifications - Methods of Instruction • Specifications - Methods of Evaluation • Basic Course Information - Course Description • Outline - Course Outline

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.

Changed	Field	Current Version	Proposed Version
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Pass/No Pass	• Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	
❗	**Will the course fulfill a UC/CSU lower-division major requirement?**	No value	No
	If yes, identify the UC/CSU campus, course and major.	No value	
❗	**Will the course be UC transferable?**	No value	No

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	No value	No value

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to CSU only	Transferable to CSU only
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved
	GE Information	No value	No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	1	1
	Lecture Hours - Out of Class	2	2
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	36	36
	Lecture Hours - Course In-Class (Contact) per Term	12	12
	Lecture Hours - Course Out-of-Class per Term	24	24
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	12	12
	Total - Course Out-of-Class Hours	24	24
	Total Credit Units - Minimum Credit Units	1	1
	Total Credit Units - Maximum Credit Units	1	1

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	36	36
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	1	1

Changed	Field	Current Version	Proposed Version
	Minimum Credit Units	1	1
	Maximum Credit Units	1	1

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
!	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Discussion of assigned reading Collaborative learning and small group exercises	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Discussion of assigned reading Collaborative learning and small group exercises Discussion of assigned reading Field observation and field trips Guest speakers Homework and extended projects In-class essays In-class exploration of internet sites
	Assignments	1. A research essay with bibliography and list of works cited on the topic assigned. 2. An extensive PowerPoint or web site that illustrates the subject matter. 3. Substantial reading of texts determined in consultation between student and instructor.	1. A research essay with bibliography and list of works cited on the topic assigned. 2. An extensive PowerPoint or web site that illustrates the subject matter. 3. Substantial reading of texts determined in consultation between student and instructor.

Changed	Field	Current Version	Proposed Version
❗	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation** 1. Quiz performance demonstrating basic understanding of the reading 2. Written responses showing sensitivity to literary/cultural issues in the reading 3. In-class essays and exams, possibly including final exam that requires critical, logical analysis of literary and cultural issues 4. Formal papers and projects, possibly including final project that demonstrates a clear, coherent, detailed, logical analysis/argument, based on detailed textual and contextual evidence.	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation** 1. Quiz performance demonstrating basic understanding of the reading 2. Written responses showing sensitivity to literary/cultural/social issues in the reading, which can include race, ethnicity, gender, sexuality, immigration, class, religion, identity and other sociological issues 3. In-class essays and exams, possibly including final exam that requires critical, logical analysis of literary and cultural issues 4. Formal papers and projects, possibly including final project that demonstrates a clear, coherent, detailed, logical analysis/argument, based on detailed textual and contextual evidence.
❗	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • None. **Essential College Facilities:** • None.	**Essential Student Materials:** • None **Essential College Facilities:** • None

Changed	Field	Current Version	Proposed Version
	Examples of Primary Texts and References	**Title** No value **Author** These will vary with the course subject and the instructor. **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** No value **Author** These will vary with the course subject and the instructor. **Publisher** No value **Date/Edition** No value **ISBN** No value
❗	**Suggested Reading List**	**Reading List** None. **May include, but are not limited to** No value	No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Examine a major theme, topic, or technique in literature in depth and breadth. • Differentiate a variety of contexts, as well as responses, statements, and values associated with course subject.	• Examine a major theme, topic, or technique in literature in depth and breadth. • Differentiate a variety of contexts, as well as responses, statements, and values associated with course subject.
	CSLOs	**CSLOs** Differentiate a variety of contexts, as well as responses, statements, and analyses associated with course subject. **Expected SLO Performance** 0.0	**CSLOs** Differentiate a variety of contexts, as well as responses, statements, and analyses associated with course subject. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	1. Examine a major theme, topic, or technique in literature in depth and breadth. 1. May include a variety of genres and time periods. 2. Focused themes and topics may be critically examined via a variety of approaches including but not limited to research based, close critical study, culturally informed critique, literary theory. 3. Techniques such as Narrative Collage, the Unreliable Narrator, etc. 2. Differentiate a variety of contexts, as well as responses, statements, and values associated with course subject. 1. Identify any cultural, philosophical, social, religious, or political background that might be intimately related to the special topic. 2. Demonstrate an ability and a desire to pursue a topic further and be able to recognize this topic as treated in other literature. 3. Make connections between this topic, themselves and their environment.	1. Examine a major theme, topic, or technique in literature in depth and breadth. 1. May include a variety of genres and time periods. 2. Focused themes and topics may be critically examined via a variety of approaches including but not limited to research based, close critical study, culturally informed critique, literary theory. 3. Techniques such as Narrative Collage, the Unreliable Narrator, etc. 2. Differentiate a variety of contexts, as well as responses, statements, and values associated with course subject. 1. Identify any cultural, philosophical, social, religious, or political background that might be intimately related to the special topic. 2. Demonstrate an ability and a desire to pursue a topic further and be able to recognize this topic as treated in other literature. 3. Make connections between this topic, themselves and their environment.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	**Banner Start Term (202122)**	202122	No Value
!	**Banner Division**	2LA	No Value

Changed	Questions	Current Version	Proposed Version
!	**Catalog Term (21-22)**	21-22	No Value
!	**5 Year Revision Year (2021)**	2020	No Value
!	**Effective Quarter**	Fall	No Value
!	**Effective Year (2021)**	2020	No Value
	Sort ID (00 < 10; 0 < 100)	ELIT 078	ELIT 078
	Course Status	Non-substantial	Non-substantial
!	**Course Status Code**	A	No Value
!	**Banner Department**	ELIT	No Value
!	**Course Level**	DU	No Value
!	**College Code**	DA	No Value
	Course Characteristics	Special Topics	Special Topics
	Cross-Listed/Related Course Information	Related Parent	Related Parent
	Cross-Listed/Related Course ID's	No Value	No Value
!	**CTE Status**	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	**Emergency Approval**	No	No Value

Changed	Questions	Current Version	Proposed Version
!	**Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)**	N	No Value
!	**Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)**	N	No Value
!	**Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)**	One hour lecture for each unit of credit (12 hours total for each unit of credit per quarter).	No Value
!	**Noncredit Enhanced Funding Indicator**	N	No Value
!	**In Service Indicator**	N	No Value
!	**Sports/Physical Education Course Indicator**	N	No Value
!	**COA Code**	C	No Value
!	**Fund Code**	114000	No Value
!	**Organization Code**	238005	No Value

Changed	Questions	Current Version	Proposed Version
!	**Account Code**	1320	No Value
!	**Program Code**	150100	No Value
!	**Percent**	100	No Value
	Curriculum Office Notes	No Value	No Value
!	**Print/No Print to Catalog**	Yes	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
!	**Limitation(s) on Enrollment:**	(Consent of instructor and division dean and an approved Special Projects Contract is required.)	No Value
!	**Limitation(s) on Enrollment - Other:**	(Not open to students with credit in ELIT D078X, ELIT D078Y or ELIT D078Z.)	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Blue Form

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.	No Value	No Value
	If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value

Changed	Questions	Current Version	Proposed Version					
!	**Stage 3: DEI**	No Value						
			Date	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			02/17/2026	Basic Course Information	Course Description	Suggested	Consider a few small revisions and additions to this course description to emphasize student-centered language, and also note the knowledge, skills, and abilities students will gain upon the completion of the course.	
			02/17/2026	Basic Course Information	Mode of Delivery	Required	Please select the mode of delivery for this course -- thanks!	Y
			02/17/2026	Basic Course Information	DEI Review	Suggested	Great DEI Statement! Consider adding a little bit more to this statement, specifically noting that the course is built on diverse methods of instruction, assignments, and methods of evaluation that promote multiple means of representation, engagement, and action/expression in keeping with best practices from universal design for learning.	

Changed	Questions	Current Version	Proposed Version	
				Thanks for this list of assignments! For "An extensive PowerPoint or web site that illustrates the subject matter" -- does this have a presentation component? If so, consider noting this as it will increase the range of assignment types (adding more means of action/expression) for students. Also, for any of these assignments: (1) do students have choices in how they demonstrate proficiency and/or are they encouraged to connect course content to their own life, background, and experiences? (2) And/or, do they have the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection? If any of these apply, consider noting this for the relevant assignment. If not appropriate, please disregard.
			02/17/2026 SpecificationsAssignmentsSuggested	

Changed	Questions	Current Version	Proposed Version						
			02/17/2026	Specifications	Method of Evaluation	Suggested	This is a great list of evaluation methods! For any of these, can/does the instructor provide examples of strong and/or successful assignments to clarify expectations for students? If yes, consider noting this for the relevant evaluation method. If not appropriate, please disregard.		
	Stage 4: Articulation Officer	No Value	No Value						
	Stage 5: De Anza General Education	No Value	No Value						
!	**Stage 6: Content Review Matrix Liaison**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**	
			3/12/26	Matrix H	Objective 2	Required	Please list your limitation on enrollment here.	Y--removed limitation on enrollment	
			3/24/26	Matrix H	Objective 2	Required	There is a requirement as you have listed under limitation on enrollment in the Req/Adv Tab. " Consent of instructor and division dean and an approved Special Projects Contract is required"	Y--removed limitation on enrollment	
	Stage 7: Dean of Online Learning	No Value	No Value						
	Stage 8: SLO Coordinator	No Value	No Value						

Changed	Questions	Current Version	Proposed Version
	Stage 10: Curriculum Committee	No Value	No Value

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	ELITD078.
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000363748

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	

De Anza College

Change Report

06/09/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	Discipline 2
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Suggested Reading List
Learning Outcomes	Course Objectives
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	Course Characteristics
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)

Section	Changed field
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
H-Matrix Form	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.
Comments	Stage 3: DEI
Comments	Stage 4: Articulation Officer
Comments	Stage 6: Content Review Matrix Liaison
Course Justification	Course Justification
Course Philosophy	Course Philosophy
Stand-Alone Statement	Stand-Alone Statement
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.

General Information

Changed	Field	Current Version	Proposed Version
!	**Faculty Initiator**	• eLumenData, eLumenData	• Alicia De Toro • Pal, Gayatri

Changed	Field	Current Version	Proposed Version
	Course ID (CB01A and CB01B)	ESCID077X	ESCID077X
	Course Control Number	CCC000381539	CCC000381539
	Course Title (CB02)	Special Projects in Environmental Science	Special Projects in Environmental Science
	Short Course Title	SPEC PRJCTS IN ENVIRON SCIENCE	SPEC PRJCTS IN ENVIRON SCIENCE
	TOP Code (CB03)	0301.00	0301.00 Environmental Science
	CIP Code	Environmental Science	03.0104 Environmental Science
	Department	ESCI - Environmental Science	ESCI - Environmental Science
!	**Effective Term**	Fall 2021	Fall ~~2021~~ 2027
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
!	**Course Description**	Individual research in environmental science. Specific projects will be determined in consultation with the instructor. Outside reading and a written report required.	Welcome to a course designed around your curiosity, creativity, and interests. In this class, you will design and complete an independent research, hands-on, or experiential project in environmental science. Working collaboratively with the instructor and your environmental science community, you will shape your project topic, approach, and outcomes based on issues that matter to you and are relevant to the field. This course encourages independent inquiry, critical thinking, interdisciplinary problem-solving skills, and real-world engagement through activities such as fieldwork (learning outdoors or in the community), laboratory practice (guided scientific investigation), and community-engaged learning (working with local groups).
!	**Course Type (CB27)**	No value	• Lower Division
!	**Mode of Delivery**	• NA	• In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	**Discipline 1**	No value	• Biological Sciences
!	**Discipline 2**	No value	• Ecology
	Discipline 3	No value	No value
!	**FSA**	No value	• FHDA FSA - BIOLOGICAL SCIENCES

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This is a stand-alone, CSU transferable course that was developed based on student demand for special projects in the environmental science career track. The student develops the skill base to communicate workplace or field studies principles and practices learned from an Environmental Science special project experience.	This course is a ~~stand-alone,~~ stand-alone CSU transferable course. This course ~~that~~ was developed ~~based on~~ to provide students with structured opportunities for independent inquiry, applied learning, and experiential engagement within environmental science. It responds to student demand for ~~special projects in the~~ project-based coursework that supports deeper exploration of environmental ~~science career track.~~ issues while cultivating research, analytical, and problem-solving skills. The ~~student develops the skill base~~ course complements existing lecture and laboratory offerings by emphasizing student-designed research, hands-on investigation, and interdisciplinary approaches. It supports academic, transfer, and career pathways by enabling students to ~~communicate workplace or field studies principles~~ develop practical competencies, critical thinking abilities, and ~~practices learned from an Environmental Science special project experience.~~ professional communication skills relevant to environmental science and related fields.

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	The course emphasizes intellectual growth rather than fixed measures of ability. Challenges, experimentation, revision, and reflection are treated as essential parts of learning. Students are encouraged to take academic risks, develop resilience, and refine their thinking through feedback and iteration. Instructional practices and assessments are intentionally designed to support equitable access to learning. Multiple ways of inquiry, analysis, creativity, and knowledge demonstration are valued. Collaboration, critical thinking, and real-world problem solving are central to the course experience. This philosophy affirms that every student is capable of growth, meaningful contribution, and success.

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	This stand-alone, CSU-transferable course was developed in response to student interest in pursuing specialized projects within the environmental science career pathway. The course provides students with the opportunity to design and complete independent research, hands-on, or experiential projects aligned with their academic, professional, and personal interests. Students will develop practical skills and professional competencies through project-based learning, emphasizing critical thinking, problem solving, and applied experience. The course also focuses on the effective communication of workplace and field-study principles and practices gained through project development and implementation. Through guided independent inquiry and instructor mentorship, students will connect theory with practice while exploring real-world environmental challenges.

CTE Course

Changed	Field	Current Version	Proposed Version
❗	**Is this a CTE (Career Technical Education) course?**	No value	No

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
❗	**Is this an honors/non-honors course?**	No value	No

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
❗	**Is this a mirrored credit/noncredit course?**	No value	No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
❗	**Is this a cross-listed course?**	No value	No

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	This course advances principles of diversity, equity, and inclusion by centering student agency, varied ways of learning, and multiple perspectives in environmental science. Through individualized research, hands-on, and experiential projects, students are encouraged to pursue topics that reflect their interests, backgrounds, lived experiences, and career goals. The project-based structure promotes equity by allowing diverse learners to demonstrate knowledge through multiple modalities, including fieldwork, applied practice, creative inquiry, and community-engaged learning. Students may investigate environmental issues affecting different communities, regions, or social contexts, fostering awareness of environmental justice, cultural perspectives, and the unequal distribution of environmental impacts. By emphasizing collaboration, mentorship, and flexible project design, the course supports inclusive participation, reduces barriers to engagement, and values diverse forms of knowledge, problem-solving approaches, and communication styles.
❗	**Please check all areas in the COR that address DEI.**	No value	• Basic Course Information - Course Description • Specifications - Assignments • Specifications - Methods of Instruction • Specifications - Methods of Evaluation • Outline - Course Outline

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.

Changed	Field	Current Version	Proposed Version
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	
	Will the course fulfill a UC/CSU lower-division major requirement?	No value	
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	No value	

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	No value	No value

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to CSU only	Transferable to CSU only
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved
	GE Information	No value	No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	0	0
	Lecture Hours - Out of Class	0	0
	Laboratory Hours - In Class	6	6
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	72	72
	Lecture Hours - Course In-Class (Contact) per Term	0	0
	Lecture Hours - Course Out-of-Class per Term	0	0
	Laboratory Hours - Course In-Class (Contact) per Term	72	72

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	72	72
	Total - Course Out-of-Class Hours	0	0
	Total Credit Units - Minimum Credit Units	2	2
	Total Credit Units - Maximum Credit Units	2	2

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	-	0
	Total Laboratory Hours per Term	72	72
	Total Contact Hours per Term	-	0
	Total Credit Units	2	2
	Minimum Credit Units	2	2
	Maximum Credit Units	2	2

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction** Discussion of assigned reading Homework and extended projects Collaborative projects	**Methods of Instruction** Methods of Instruction **Methods of Instruction** Discussion of environmental topics Hands-On Experiments & Hypothesis Testing Data Collection & Documentation Final Presentation

Changed	Field	Current Version	Proposed Version
❗	**Assignments**	1. To be determined in consultation with instructor. See 3 and 4 of Special Projects Contract. 2. Examples such as a final written project and assessment of the special project experience	1. Design and complete individual research project with ongoing feedback from the instructor and peers . 1. Carry out hands-on experimental project in environmental science 2. Include diverse perspectives, community contexts, interdisciplinary approaches and self-reflection 2. Final Deliverable 1. Short report 2. Oral presentation or another accessible format aligned with their project design
❗	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation**: 1. Successful completion of a written and oral report on the subject of study. The exact method to be agreed upon by the instructor.	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation**: 1. Assessment of student work and final deliverable(s) will be evaluated using a holistic, equity-minded approach that emphasizes critical inquiry, conceptual understanding, and intellectual growth. Assessment prioritizes clarity of ideas, depth of analysis, application of course concepts, and reflective learning rather than adherence to a single mode of expression. 2. Evaluation recognizes diverse ways of demonstrating knowledge, creativity, and communication. Students may present their learning through approved formats (e.g., written, visual, design-based, multimedia, or presentation-based), with emphasis placed on the effectiveness, coherence, and purpose of the chosen medium. Examples of prior successful projects are provided.
❗	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • None. **Essential College Facilities:** • None.	**Essential Student Materials:** • None **Essential College Facilities:** • None

Changed	Field	Current Version	Proposed Version
	Examples of Primary Texts and References	**Title** No value **Author** To be determined in consultation with the instructor. See section 3 & 4 of the Special Projects Contract. **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** No value **Author** To be determined in consultation with the instructor. See section 3 & 4 of the Special Projects Contract. **Publisher** No value **Date/Edition** No value **ISBN** No value
!	**Suggested Reading List**	**Reading List** To be determined in consultation with the instructor. See section 3 & 4 of the Special Projects Contract. **May include, but are not limited to** No value	No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
!	**Course Objectives**	• Complete project objectives/requirements as determined in 3, 4, and 5 of the Special Projects Contract. • Develop skills in the analysis of environmental science literature and demonstrate an understanding of selected areas of study within the realm of environmental science • Gain experience and develop skills in research, field work, or classroom activities.	• Complete project objectives/requirements as determined in 3, 4, and 5 of the Special Projects Contract. • Develop skills in the analysis of environmental science literature and demonstrate an understanding of selected areas of study within the realm of environmental science • Gain experience and develop skills in research, field work, or classroom activities. • Cultivate equitable opportunities for students to demonstrate understanding while supporting varied learning styles, strengths, and perspectives

Changed	Field	Current Version	Proposed Version
	CSLOs	**CSLOs** Demonstrate the ability to communicate work place or field studies principles and practices learned from an Environmental Science special project experience. **Expected SLO Performance** 0.0	**CSLOs** Demonstrate the ability to communicate work place or field studies principles and practices learned from an Environmental Science special project experience. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
❗	**Course Content**	1. Complete project objectives/requirements as determined in 3, 4, and 5 of the Special Projects Contract. 1. Assess topics associated with biodiversity, energy management, pollution prevention, sustainability, stewardship and/or related topics in the environmental sciences 2. Assess topics associated with other aspects of the environmental sciences including water, air, soil, energy and minerals 2. Develop skills in the analysis of environmental science literature and demonstrate an understanding of selected areas of study within the realm of environmental science 1. Explore environmental science journals, website and related sources 2. Assess leadership and team-building skills associated with environmental science issues and topics 3. Gain experience and develop skills in research, field work, or classroom activities. 1. Assess a field project, classroom activity and/or independent study in a environmental science issue or topic 2. Participate in specialized study experience as a teaching assistant, docent, tour guide, student mentor or intern experience in the environmental sciences	1. Complete project objectives/requirements as determined in 3, 4, and 5 of the Special Projects Contract. 1. Participate in a field study, research project, classroom activities, or other learning environment related to an environmental science topic or issue. 2. Examine the impact of an environmental issue or topic on the local community or region, state, nation or world. 3. Participate as a researcher, intern, docent, tour guide, teacher assistant, student mentor or other related role. 4. Demonstrate an understanding of selected area(s) of study within the realm of environmental science 2. Develop skills in the analysis of the environmental science issues or topics and demonstrate an understanding of selected areas of study within the realm of environmental science. 1. Explore environmental science journals, books, websites or other sources of relevant information on environmental topics and issues, including from practitioners and experts in the field. 2. Assess leadership and team-building skills necessary as part of the specialized study 3. Enhance skills in research, fieldwork, classroom activities or other learning environments in environmental science. 1. Assess literature related to the field study, research project, classroom activities, or other learning environment associated with the special project undertaken. 2. Assess further academic studies and/or skills necessary for a career related to this special project experience 4. Cultivate equitable opportunities for students to demonstrate understanding while supporting varied learning styles, strengths, and perspectives. 1. Reflect on the project in a written final report 2. Share the findings with the community through multiple modalities including oral presentation, video, podcast, digital story according to their strengths and preference.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	**Banner Start Term (202122)**	202122	No Value
!	**Banner Division**	2BH	No Value
!	**Catalog Term (21-22)**	21-22	No Value
!	**5 Year Revision Year (2021)**	2020	No Value
!	**Effective Quarter**	Fall	No Value
!	**Effective Year (2021)**	2020	No Value
	Sort ID (00 < 10; 0 < 100)	ESCI 077X	ESCI 077X
	Course Status	Non-substantial	Non-substantial
!	**Course Status Code**	A	No Value
!	**Banner Department**	ESCI	No Value
!	**Course Level**	DU	No Value
!	**College Code**	DA	No Value
!	**Course Characteristics**	Special Projects	No Value
	Cross-Listed/Related Course Information	Related Child	Related Child
	Cross-Listed/Related Course ID's	ESCI 77	ESCI 77
!	**CTE Status**	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	**Emergency Approval**	No	No Value
!	**Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)**	N	No Value

Changed	Questions	Current Version	Proposed Version
!	**Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)**	N	No Value
!	**Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)**	Three hours laboratory for each unit of credit (36 hours total for each unit of credit per quarter).	No Value
!	**Noncredit Enhanced Funding Indicator**	N	No Value
!	**In Service Indicator**	N	No Value
!	**Sports/Physical Education Course Indicator**	N	No Value
!	**COA Code**	C	No Value
!	**Fund Code**	114000	No Value
!	**Organization Code**	237005	No Value
!	**Account Code**	1320	No Value
!	**Program Code**	030200	No Value
!	**Percent**	100	No Value
	Curriculum Office Notes	No Value	No Value
!	**Print/No Print to Catalog**	Yes	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Limitation(s) on Enrollment:	(Consent of instructor and division dean and an approved Special Projects Contract is required.)	(Consent of instructor and division dean and an approved Special Projects Contract is required.)
	Limitation(s) on Enrollment - Other:	(Not open to students with credit in ESCI D077. or ESCI D077Y.)	(Not open to students with credit in ESCI D077. or ESCI D077Y.)
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Blue Form

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value
!	**Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.**	No Value	Instructor approval.
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value

Changed	Questions	Current Version	Proposed Version					
❗	**Stage 3: DEI**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			03/04/2026	Basic Course Information	Mode of Delivery	Required	Please add a mode of delivery	Y
			03/04/2026	Specifications	Methods of Instruction	Suggested	Thanks for providing this list. It is not clear what methods of instruction come with the "Assessment" items. Does this mean it is the instructor working directly to provide verbal instruction/guidance? Please consider clarifying what instructional methods come with these assessment items.	Y
			03/04/2026	Specifications	Assignments	Suggested	Do any of these assignments provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection? If so, consider clarifying for the relevant assignment. If not appropriate, please let me know in the initiator response box in this table.	Y
			03/04/2026	Specifications	Methods of Evaluation	Suggested	For any of these evaluation methods, does instructor provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider adding this to the relevant assignment. If not appropriate, just let me know in the initiator response box in this table.	Y

Changed	Questions	Current Version	Proposed Version						
			03/04/2026	Outline	Course Outline	Suggested	Consider minor revisions to provides space to reflect on inequities, racism, or other barriers to inclusion specific to the course subject . If not appropriate, please let me know in the initiator response box in this table -- as you already discuss "Cultivate equitable opportunities for students to demonstrate understanding while supporting varied learning styles, strengths, and perspectives", there COR is in a strong place already.	Students examine topics including environmental justice that addresses inequities, racism, or other barriers across historically disadvantaged communities	
!	**Stage 4: Articulation Officer**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**		**Initiator - Indicate "Y" When Completed or Initiator's Response**
			03/18/26	Learning Outcomes and/or Outline	Course Objectives and/or Course Outline	Required	Somewhere in the process of updating, the course outline no longer matches the course objectives. It's De Anza policy that the learning objectives be used as the main points of the course outline. There are currently three objectives in this course, but ten main points in the course outline. Many of them appear to be repeats, with the exception of G. that has additional sub-points, I and J which appear to be new objectives. Could you please review and remove the duplicates and either add the new main points as objective or make sure all of the new content fits under the objectives? Thank you!		Y
	Stage 5: De Anza General Education	No Value	No Value						
!	**Stage 6: Content Review Matrix Liaison**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**	
			4/7/26.	Matrix H	Objective 2.	Required	Please complete for your limitation on enrollment.	Y	
	Stage 7: Dean of Online Learning	No Value	No Value						

Changed	Questions	Current Version	Proposed Version
	Stage 8: SLO Coordinator	No Value	No Value
	Stage 10: Curriculum Committee	No Value	No Value

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	ESCID077X
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000381539

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	

De Anza College

Change Report

06/09/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	Discipline 2
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Suggested Reading List
Learning Outcomes	Course Objectives
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	Course Characteristics
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)

Section	Changed field
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
H-Matrix Form	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.
Comments	Stage 3: DEI
Comments	Stage 6: Content Review Matrix Liaison
Course Justification	Course Justification
Course Philosophy	Course Philosophy
Stand-Alone Statement	Stand-Alone Statement
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?
DEI Review	Please check all areas in the COR that address DEI.
DEI Review	Please summarize the ways in which your course includes DEI.

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• eLumenData, eLumenData	• Alicia De Toro • Pal, Gayatri

Changed	Field	Current Version	Proposed Version
	Course ID (CB01A and CB01B)	ESCID077Y	ESCID077Y
	Course Control Number	CCC000452109	CCC000452109
	Course Title (CB02)	Special Projects in Environmental Science	Special Projects in Environmental Science
	Short Course Title	SPEC PRJCTS IN ENVIRON SCIENCE	SPEC PRJCTS IN ENVIRON SCIENCE
	TOP Code (CB03)	0301.00	0301.00 Environmental Science
	CIP Code	Environmental Science	03.0104 Environmental Science
	Department	ESCI - Environmental Science	ESCI - Environmental Science
!	**Effective Term**	Fall 2021	Fall ~~2021~~ 2027
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
!	**Course Description**	Individual research in environmental science. Specific projects will be determined in consultation with the instructor. Outside reading and a written report required.	Welcome to a course designed around your curiosity, creativity, and interests. In this class, you will design and complete an independent research, hands-on, or experiential project in environmental science. Working collaboratively with the instructor and your environmental science community, you will shape your project topic, approach, and outcomes based on issues that matter to you and are relevant to the field. This course encourages independent inquiry, critical thinking, interdisciplinary problem-solving skills, and real-world engagement through activities such as fieldwork (learning outdoors or in the community), laboratory practice (guided scientific investigation), and community-engaged learning (working with local groups).
!	**Course Type (CB27)**	No value	• Lower Division
!	**Mode of Delivery**	• NA	• In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	**Discipline 1**	No value	• Biological Sciences
!	**Discipline 2**	No value	• Ecology
	Discipline 3	No value	No value
!	**FSA**	No value	• FHDA FSA - BIOLOGICAL SCIENCES

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This is a stand-alone, CSU transferable course that was developed based on student demand for special projects in the environmental science career track. The student develops the skill base to communicate workplace or field studies principles and practices learned from an Environmental Science special project experience.	This course is a ~~stand-alone,~~ stand-alone CSU transferable course. This course ~~that~~ was developed ~~based on~~ to provide students with structured opportunities for independent inquiry, applied learning, and experiential engagement within environmental science. It responds to student demand for ~~special projects in the~~ project-based coursework that supports deeper exploration of environmental ~~science career track.~~ issues while cultivating research, analytical, and problem-solving skills. The ~~student develops the skill base~~ course complements existing lecture and laboratory offerings by emphasizing student-designed research, hands-on investigation, and interdisciplinary approaches. It supports academic, transfer, and career pathways by enabling students to ~~communicate workplace or field studies principles~~ develop practical competencies, critical thinking abilities, and ~~practices learned from an Environmental Science special project experience.~~ professional communication skills relevant to environmental science and related fields.

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	The course emphasizes intellectual growth rather than fixed measures of ability. Challenges, experimentation, revision, and reflection are treated as essential parts of learning. Students are encouraged to take academic risks, develop resilience, and refine their thinking through feedback and iteration. Instructional practices and assessments are intentionally designed to support equitable access to learning. Multiple ways of inquiry, analysis, creativity, and knowledge demonstration are valued. Collaboration, critical thinking, and real-world problem solving are central to the course experience. This philosophy affirms that every student is capable of growth, meaningful contribution, and success.

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	This stand-alone, CSU-transferable course was developed in response to student interest in pursuing specialized projects within the environmental science career pathway. The course provides students with the opportunity to design and complete independent research, hands-on, or experiential projects aligned with their academic, professional, and personal interests. Students will develop practical skills and professional competencies through project-based learning, emphasizing critical thinking, problem solving, and applied experience. The course also focuses on the effective communication of workplace and field-study principles and practices gained through project development and implementation. Through guided independent inquiry and instructor mentorship, students will connect theory with practice while exploring real-world environmental challenges.

CTE Course

Changed	Field	Current Version	Proposed Version
❗	**Is this a CTE (Career Technical Education) course?**	No value	No

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
❗	**Is this an honors/non-honors course?**	No value	No

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
!	**Is this a mirrored credit/noncredit course?**	No value	No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
!	**Is this a cross-listed course?**	No value	No

DEI Review

Changed	Field	Current Version	Proposed Version
!	**Please check all areas in the COR that address DEI.**	No value	• Basic Course Information - Course Description • Specifications - Assignments • Specifications - Methods of Instruction • Specifications - Methods of Evaluation • Outline - Course Outline
	Please summarize the ways in which your course includes DEI.	No value	This course advances principles of diversity, equity, and inclusion by centering student agency, varied ways of learning, and multiple perspectives in environmental science. Through individualized research, hands-on, and experiential projects, students are encouraged to pursue topics that reflect their interests, backgrounds, lived experiences, and career goals. The project-based structure promotes equity by allowing diverse learners to demonstrate knowledge through multiple modalities, including fieldwork, applied practice, creative inquiry, and community-engaged learning. Students may investigate environmental issues affecting different communities, regions, or social contexts, fostering awareness of environmental justice, cultural perspectives, and the unequal distribution of environmental impacts. By emphasizing collaboration, mentorship, and flexible project design, the course supports inclusive participation, reduces barriers to engagement, and values diverse forms of knowledge, problem-solving approaches, and communication styles.

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.

Changed	Field	Current Version	Proposed Version
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	Will the course be UC transferable?	No value	
	If yes, identify the lower-division UC course and campus.	No value	
	Will the course fulfill a UC/CSU lower-division major requirement?	No value	
	If yes, identify the UC/CSU campus, course and major.	No value	

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	No value	No value

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to CSU only	Transferable to CSU only
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved
	GE Information	No value	No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	0	0
	Lecture Hours - Out of Class	0	0
	Laboratory Hours - In Class	9	9
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	108	108
	Lecture Hours - Course In-Class (Contact) per Term	0	0
	Lecture Hours - Course Out-of-Class per Term	0	0
	Laboratory Hours - Course In-Class (Contact) per Term	108	108

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	108	108
	Total - Course Out-of-Class Hours	0	0
	Total Credit Units - Minimum Credit Units	3	3
	Total Credit Units - Maximum Credit Units	3	3

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	-	0
	Total Laboratory Hours per Term	108	108
	Total Contact Hours per Term	-	0
	Total Credit Units	3	3
	Minimum Credit Units	3	3
	Maximum Credit Units	3	3

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction** Discussion of assigned reading Homework and extended projects Collaborative projects	**Methods of Instruction** Methods of Instruction **Methods of Instruction** Discussion of environmental topics Hands-On Experiments & Hypothesis Testing Data Collection & Documentation Final Presentation

Changed	Field	Current Version	Proposed Version
❗	**Assignments**	1. To be determined in consultation with instructor. See 3 and 4 of Special Projects Contract. 2. Examples such as a final written project and assessment of the special project experience	1. Design and complete individual research project with ongoing feedback from the instructor and peers 1. Carry out hands-on experimental project in environmental science 2. Include diverse perspectives, community contexts, interdisciplinary approaches and self-reflection 2. Final Deliverable 1. Short report 2. Oral presentation or another accessible format aligned with their project design
❗	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation**: 1. Successful completion of a written and oral report on the subject of study. The exact method to be agreed upon by the instructor.	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation**: 1. Assessment of student work and final deliverable(s) will be evaluated using a holistic, equity-minded approach that emphasizes critical inquiry, conceptual understanding, and intellectual growth. Assessment prioritizes clarity of ideas, depth of analysis, application of course concepts, and reflective learning rather than adherence to a single mode of expression. 2. Evaluation recognizes diverse ways of demonstrating knowledge, creativity, and communication. Students may present their learning through approved formats (e.g., written, visual, design-based, multimedia, or presentation-based), with emphasis placed on the effectiveness, coherence, and purpose of the chosen medium. Examples of prior successful projects are provided.
❗	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • None. **Essential College Facilities:** • None.	**Essential Student Materials:** • None **Essential College Facilities:** • None

Changed	Field	Current Version	Proposed Version
	Examples of Primary Texts and References	**Title**: No value **Author**: To be determined in consultation with the instructor. See section 3 & 4 of the Special Projects Contract. **Publisher**: No value **Date/Edition**: No value **ISBN**: No value	**Title**: No value **Author**: To be determined in consultation with the instructor. See section 3 & 4 of the Special Projects Contract. **Publisher**: No value **Date/Edition**: No value **ISBN**: No value
!	**Suggested Reading List**	**Reading List**: To be determined in consultation with the instructor. See section 3 & 4 of the Special Projects Contract. **May include, but are not limited to**: No value	No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
!	**Course Objectives**	• Complete project objectives/requirements as determined in 3, 4, and 5 of the Special Projects Contract. • Develop skills in the analysis of environmental science literature and demonstrate an understanding of selected areas of study within the realm of environmental science • Gain experience and develop skills in research, field work, or classroom activities.	• Complete project objectives/requirements as determined in 3, 4, and 5 of the Special Projects Contract. • Develop skills in the analysis of environmental science literature and demonstrate an understanding of selected areas of study within the realm of environmental science • Enhance skills in research, field work, or classroom activities. • Cultivate equitable opportunities for students to demonstrate understanding while supporting varied learning styles, strengths, and perspectives
	CSLOs	**CSLOs**: Demonstrate the ability to communicate work place or field studies principles and practices learned from an Environmental Science special project experience. **Expected SLO Performance**: 0.0	**CSLOs**: Demonstrate the ability to communicate work place or field studies principles and practices learned from an Environmental Science special project experience. **Expected SLO Performance**: 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
!	**Course Content**	1. Complete project objectives/requirements as determined in 3, 4, and 5 of the Special Projects Contract. 1. Assess topics associated with biodiversity, energy management, pollution prevention, sustainability, stewardship and/or related topics in the environmental sciences 2. Assess topics associated with other aspects of the environmental sciences including water, air, soil, energy and minerals 2. Develop skills in the analysis of environmental science literature and demonstrate an understanding of selected areas of study within the realm of environmental science 1. Explore environmental science journals, website and related sources 2. Assess leadership and team-building skills associated with environmental science issues and topics 3. Gain experience and develop skills in research, field work, or classroom activities. 1. Assess a field project, classroom activity and/or independent study in a environmental science issue or topic 2. Participate in specialized study experience as a teaching assistant, docent, tour guide, student mentor or intern experience in the environmental sciences	1. Complete project objectives/requirements as determined in 3, 4, and 5 of the Special Projects Contract. 1. Participate in a field study, research project, classroom activities, or other learning environment related to an environmental science topic or issue. 2. Examine the impact of an environmental issue or topic on the local community or region, state, nation or world. 3. Participate as a researcher, intern, docent, tour guide, teacher assistant, student mentor or other related role. 4. Demonstrate an understanding of selected area(s) of study within the realm of environmental science. 2. Develop skills in the analysis of the environmental science issues or topics and demonstrate an understanding of selected areas of study within the realm of environmental science. 1. Explore environmental science journals, books, websites or other sources of relevant information on environmental topics and issues, including from practitioners and experts in the field. 2. Assess leadership and team-building skills necessary as part of the specialized study 3. Enhance skills in research, fieldwork, classroom activities or other learning environments in environmental science. 1. Assess literature related to the field study, research project, classroom activities, or other learning environment associated with the special project undertaken. 2. Assess further academic studies and/or skills necessary for a career related to this special project experience 4. Cultivate equitable opportunities for students to demonstrate understanding while supporting varied learning styles, strengths, and perspectives. 1. Reflect on the project in a written final report 2. Share the findings with the community through multiple modalities including oral presentation, video, podcast, digital story according to their strengths and preference.
	Lab Component in this Course	No	No

Changed	Field	Current Version	Proposed Version
	Lab Outline	No value	No value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	**Banner Start Term (202122)**	202122	No Value
!	**Banner Division**	2BH	No Value
!	**Catalog Term (21-22)**	21-22	No Value
!	**5 Year Revision Year (2021)**	2020	No Value
!	**Effective Quarter**	Fall	No Value
!	**Effective Year (2021)**	2020	No Value
	Sort ID (00 < 10; 0 < 100)	ESCI 077Y	ESCI 077Y
	Course Status	Non-substantial	Non-substantial
!	**Course Status Code**	A	No Value
!	**Banner Department**	ESCI	No Value
!	**Course Level**	DU	No Value
!	**College Code**	DA	No Value
!	**Course Characteristics**	Special Projects	No Value
	Cross-Listed/Related Course Information	Related Child	Related Child
	Cross-Listed/Related Course ID's	ESCI 77	ESCI 77
!	**CTE Status**	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	**Emergency Approval**	No	No Value

Changed	Questions	Current Version	Proposed Version
!	**Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)**	N	No Value
!	**Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)**	N	No Value
!	**Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)**	Three hours laboratory for each unit of credit (36 hours total for each unit of credit per quarter).	No Value
!	**Noncredit Enhanced Funding Indicator**	N	No Value
!	**In Service Indicator**	N	No Value
!	**Sports/Physical Education Course Indicator**	N	No Value
!	**COA Code**	C	No Value
!	**Fund Code**	114000	No Value
!	**Organization Code**	237005	No Value
!	**Account Code**	1320	No Value
!	**Program Code**	030200	No Value
!	**Percent**	100	No Value
	Curriculum Office Notes	No Value	No Value
!	**Print/No Print to Catalog**	Yes	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Consent of instructor and division dean and an approved Special Projects Contract is required.)	(Consent of instructor and division dean and an approved Special Projects Contract is required.)
	Limitation(s) on Enrollment - Other:	(Not open to students with credit in ESCI D077. or ESCI D077X.)	(Not open to students with credit in ESCI D077. or ESCI D077X.)
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Blue Form

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.	No Value	Instructor approval.
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value

Changed	Questions	Current Version	Proposed Version					
❗	**Stage 3: DEI**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			03/04/2026	Basic Course Information	Mode of Delivery	Required	Please add a mode of delivery	Y
			03/04/2026	Specifications	Methods of Instruction	Suggested	Thanks for providing this list. It is not clear what methods of instruction come with the "Assessment" items. Does this mean it is the instructor working directly to provide verbal instruction/guidance? Please consider clarifying what instructional methods come with these assessment items.	Y
			03/04/2026	Specifications	Assignments	Suggested	Do any of these assignments provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection? If so, consider clarifying for the relevant assignment. If not appropriate, please let me know in the initiator response box in this table.	Y
			03/04/2026	Specifications	Methods of Evaluation	Suggested	For any of these evaluation methods, does instructor provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider adding this to the relevant assignment. If not appropriate, just let me know in the initiator response box in this table.	Y

Changed	Questions	Current Version	Proposed Version						
			03/04/2026 Outline			Course Outline	Suggested	Consider minor revisions to provide space to reflect on inequities, racism, or other barriers to inclusion specific to the course subject . If not appropriate, please let me know in the initiator response box in this table -- as you already discuss "Cultivate equitable opportunities for students to demonstrate understanding while supporting varied learning styles, strengths, and perspectives", the COR is in a strong place already.	Students examine topics including environmental justice that addresses inequities, racism, or other barriers across historically disadvantaged communities
	Stage 4: Articulation Officer	No Value	No Value						
	Stage 5: De Anza General Education	No Value	No Value						
	Stage 6: Content Review Matrix Liaison	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**	
			3/18/26	Matrix H	Objective 2	Required	complete for your limitation on enrollment	Y	
	Stage 7: Dean of Online Learning	No Value	No Value						
	Stage 8: SLO Coordinator	No Value	No Value						
	Stage 10: Curriculum Committee	No Value	No Value						

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	ESCID077Y

Changed	Field	Current Version
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000452109

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	

De Anza College

Change Report

06/09/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	Discipline 2
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Suggested Reading List
Learning Outcomes	Course Objectives
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	Course Characteristics
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)

Section	Changed field
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
H-Matrix Form	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.
Comments	Stage 3: DEI
Comments	Stage 6: Content Review Matrix Liaison
Course Justification	Course Justification
Course Philosophy	Course Philosophy
Stand-Alone Statement	Stand-Alone Statement
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• eLumenData, eLumenData	• Alicia De Toro • Pal, Gayatri

Changed	Field	Current Version	Proposed Version
	Course ID (CB01A and CB01B)	ESCID077.	ESCID077.
	Course Control Number	CCC000381731	CCC000381731
	Course Title (CB02)	Special Projects in Environmental Science	Special Projects in Environmental Science
	Short Course Title	SPEC PRJCTS IN ENVIRON SCIENCE	SPEC PRJCTS IN ENVIRON SCIENCE
	TOP Code (CB03)	0301.00	0301.00 Environmental Science
	CIP Code	Environmental Science	03.0104 Environmental Science
	Department	ESCI - Environmental Science	ESCI - Environmental Science
!	**Effective Term**	Fall 2021	Fall ~~2021~~ 2027
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
!	**Course Description**	Individual research in environmental science. Specific projects will be determined in consultation with the instructor. Outside reading and a written report required.	Welcome to a course designed around your curiosity, creativity, and interests. In this class, you will design and complete an independent research, hands-on, or experiential project in environmental science. Working collaboratively with the instructor and your environmental science community, you will shape your project topic, approach, and outcomes based on issues that matter to you and are relevant to the field. This course encourages independent inquiry, critical thinking, interdisciplinary problem-solving skills, and real-world engagement through activities such as fieldwork (learning outdoors or in the community), laboratory practice (guided scientific investigation), and community-engaged learning (working with local groups).
!	**Course Type (CB27)**	No value	• Lower Division
!	**Mode of Delivery**	• NA	• In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	**Discipline 1**	No value	• Biological Sciences
!	**Discipline 2**	No value	• Ecology
	Discipline 3	No value	No value
!	**FSA**	No value	• FHDA FSA - BIOLOGICAL SCIENCES

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This is a stand-alone, CSU transferable course that was developed based on student demand for special projects in the environmental science career track. The student develops the skill base to communicate workplace or field studies principles and practices learned from an Environmental Science special project experience.	This course is a ~~stand-alone,~~ stand-alone CSU transferable course. This course ~~that~~ was developed ~~based on~~ to provide students with structured opportunities for independent inquiry, applied learning, and experiential engagement within environmental science. It responds to student demand for ~~special projects in the~~ project-based coursework that supports deeper exploration of environmental ~~science career track.~~ issues while cultivating research, analytical, and problem-solving skills. The ~~student develops the skill base~~ course complements existing lecture and laboratory offerings by emphasizing student-designed research, hands-on investigation, and interdisciplinary approaches. It supports academic, transfer, and career pathways by enabling students to ~~communicate workplace or field studies principles~~ develop practical competencies, critical thinking abilities, and ~~practices learned from an Environmental Science special project experience.~~ professional communication skills relevant to environmental science and related fields.

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	The course emphasizes intellectual growth rather than fixed measures of ability. Challenges, experimentation, revision, and reflection are treated as essential parts of learning. Students are encouraged to take academic risks, develop resilience, and refine their thinking through feedback and iteration. Instructional practices and assessments are intentionally designed to support equitable access to learning. Multiple ways of inquiry, analysis, creativity, and knowledge demonstration are valued. Collaboration, critical thinking, and real-world problem solving are central to the course experience. This philosophy affirms that every student is capable of growth, meaningful contribution, and success.

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	This stand-alone, CSU-transferable course was developed in response to student interest in pursuing specialized projects within the environmental science career pathway. The course provides students with the opportunity to design and complete independent research, hands-on, or experiential projects aligned with their academic, professional, and personal interests. Students will develop practical skills and professional competencies through project-based learning, emphasizing critical thinking, problem solving, and applied experience. The course also focuses on the effective communication of workplace and field-study principles and practices gained through project development and implementation. Through guided independent inquiry and instructor mentorship, students will connect theory with practice while exploring real-world environmental challenges.

CTE Course

Changed	Field	Current Version	Proposed Version
❗	**Is this a CTE (Career Technical Education) course?**	No value	No

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
!	**Is this an honors/non-honors course?**	No value	No

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
!	**Is this a mirrored credit/noncredit course?**	No value	No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
!	**Is this a cross-listed course?**	No value	No

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	This course advances principles of diversity, equity, and inclusion by centering student agency, varied ways of learning, and multiple perspectives in environmental studies. Through individualized research, hands-on, and experiential projects, students are encouraged to pursue topics that reflect their interests, backgrounds, lived experiences, and career goals. The project-based structure promotes equity by allowing diverse learners to demonstrate knowledge through multiple modalities, including fieldwork, applied practice, creative inquiry, and community-engaged learning. Students may investigate environmental issues affecting different communities, regions, or social contexts, fostering awareness of environmental justice, cultural perspectives, and the unequal distribution of environmental impacts. By emphasizing collaboration, mentorship, and flexible project design, the course supports inclusive participation, reduces barriers to engagement, and values diverse forms of knowledge, problem-solving approaches, and communication styles.

Changed	Field	Current Version	Proposed Version
!	**Please check all areas in the COR that address DEI.**	No value	• Basic Course Information - Course Description • Specifications - Assignments • Specifications - Methods of Instruction • Specifications - Methods of Evaluation • Outline - Course Outline

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	No value	
	If yes, identify the lower-division UC course and campus.	No value	
	Will the course fulfill a UC/CSU lower-division major requirement?	No value	

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	No value	No value

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to CSU only	Transferable to CSU only
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved
	GE Information	No value	No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	0	0
	Lecture Hours - Out of Class	0	0
	Laboratory Hours - In Class	3	3
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	36	36

Changed	Field	Current Version	Proposed Version
	Lecture Hours - Course In-Class (Contact) per Term	0	0
	Lecture Hours - Course Out-of-Class per Term	0	0
	Laboratory Hours - Course In-Class (Contact) per Term	36	36
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	36	36
	Total - Course Out-of-Class Hours	0	0
	Total Credit Units - Minimum Credit Units	1	1
	Total Credit Units - Maximum Credit Units	1	1

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable

Changed	Field	Current Version	Proposed Version
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	-	0
	Total Laboratory Hours per Term	36	36
	Total Contact Hours per Term	-	0
	Total Credit Units	1	1
	Minimum Credit Units	1	1
	Maximum Credit Units	1	1

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Discussion of assigned reading Homework and extended projects Collaborative projects	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Discussion of environmental topics Hands-On Experiments & Hypothesis Testing Data Collection & Documentation Final Presentation
❗	**Assignments**	1. To be determined in consultation with instructor. See 3 and 4 of Special Projects Contract. 2. Examples such as a final written project and assessment of the special project experience	1. Design and complete individual research project with ongoing feedback from the instructor and peers 1. Carry out hands-on experimental project in environmental science 2. Include diverse perspectives, community contexts, interdisciplinary approaches and self-reflection 2. Final Deliverable 1. Short report 2. Oral presentation or another accessible format aligned with their project design
❗	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation**: 1. Successful completion of a written and oral report on the subject of study. The exact method to be agreed upon by the instructor.	**Methods of Evaluation**: Methods of Evaluation **Methods of Evaluation**: 1. Assessment of student work and final deliverable(s) will be evaluated using a holistic, equity-minded approach that emphasizes critical inquiry, conceptual understanding, and intellectual growth. Assessment prioritizes clarity of ideas, depth of analysis, application of course concepts, and reflective learning rather than adherence to a single mode of expression. 2. Evaluation recognizes diverse ways of demonstrating knowledge, creativity, and communication. Students may present their learning through approved formats (e.g., written, visual, design-based, multimedia, or presentation-based), with emphasis placed on the effectiveness, coherence, and purpose of the chosen medium. Examples of prior successful projects are provided.

Changed	Field	Current Version	Proposed Version
❗	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • None. **Essential College Facilities:** • None.	**Essential Student Materials:** • None **Essential College Facilities:** • None
	Examples of Primary Texts and References	**Title**: No value **Author**: To be determined in consultation with the instructor. See section 3 & 4 of the Special Projects Contract. **Publisher**: No value **Date/Edition**: No value **ISBN**: No value	**Title**: No value **Author**: To be determined in consultation with the instructor. See section 3 & 4 of the Special Projects Contract. **Publisher**: No value **Date/Edition**: No value **ISBN**: No value
❗	**Suggested Reading List**	**Reading List**: To be determined in consultation with the instructor. See section 3 & 4 of the Special Projects Contract. **May include, but are not limited to**: No value	No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
❗	**Course Objectives**	• Complete project objectives/requirements as determined in 3, 4, and 5 of the Special Projects Contract. • Develop skills in the analysis of environmental science literature and demonstrate an understanding of selected areas of study within the realm of environmental science • Gain experience and develop skills in research, field work, or classroom activities.	• Complete project objectives/requirements as determined in 3, 4, and 5 of the Special Projects Contract. • Develop skills in the analysis of environmental science literature and demonstrate an understanding of selected areas of study within the realm of environmental science • Enhance skills in research, field work, or classroom activities. • Cultivate equitable opportunities for students to demonstrate understanding while supporting varied learning styles, strengths, and perspectives

Changed	Field	Current Version	Proposed Version
	CSLOs	**CSLOs** Demonstrate the ability to communicate work place or field studies principles and practices learned from an Environmental Science special project experience. **Expected SLO Performance** 0.0	**CSLOs** Demonstrate the ability to communicate work place or field studies principles and practices learned from an Environmental Science special project experience. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
❗	**Course Content**	1. Complete project objectives/requirements as determined in 3, 4, and 5 of the Special Projects Contract. 1. Assess topics associated with biodiversity, energy management, pollution prevention, sustainability, stewardship and/or related topics in the environmental sciences 2. Assess topics associated with other aspects of the environmental sciences including water, air, soil, energy and minerals 2. Develop skills in the analysis of environmental science literature and demonstrate an understanding of selected areas of study within the realm of environmental science 1. Explore environmental science journals, website and related sources 2. Assess leadership and team-building skills associated with environmental science issues and topics 3. Gain experience and develop skills in research, field work, or classroom activities. 1. Assess a field project, classroom activity and/or independent study in a environmental science issue or topic 2. Participate in specialized study experience as a teaching assistant, docent, tour guide, student mentor or intern experience in the environmental sciences	1. Complete project objectives/requirements as determined in 3, 4, and 5 of the Special Projects Contract. 1. Participate in a field study, research project, classroom activities, or other learning environment related to an environmental science topic or issue. 2. Examine the impact of an environmental issue or topic on the local community or region, state, nation or world. 3. Participate as a researcher, intern, docent, tour guide, teacher assistant, student mentor or other related role. 4. Demonstrate an understanding of selected area(s) of study within the realm of environmental science 2. Develop skills in the analysis of the environmental science issues or topics and demonstrate an understanding of selected areas of study within the realm of environmental science. 1. Explore environmental science journals, books, websites or other sources of relevant information on environmental topics and issues, including from practitioners and experts in the field. 2. Assess leadership and team-building skills necessary as part of the specialized study 3. Enhance skills in research, fieldwork, classroom activities or other learning environments in environmental science. 1. Assess literature related to the field study, research project, classroom activities, or other learning environment associated with the special project undertaken. 2. Assess further academic studies and/or skills necessary for a career related to this special project experience 4. Cultivate equitable opportunities for students to demonstrate understanding while supporting varied learning styles, strengths, and perspectives. 1. Reflect on the project in a written final report 2. Share the findings with the community through multiple modalities including oral presentation, video, podcast, digital story according to their strengths and preference.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
❗	**Banner Start Term (202122)**	202122	No Value
❗	**Banner Division**	2BH	No Value
❗	**Catalog Term (21-22)**	21-22	No Value
❗	**5 Year Revision Year (2021)**	2020	No Value
❗	**Effective Quarter**	Fall	No Value
❗	**Effective Year (2021)**	2020	No Value
	Sort ID (00 < 10; 0 < 100)	ESCI 077	ESCI 077
	Course Status	Non-substantial	Non-substantial
❗	**Course Status Code**	A	No Value
❗	**Banner Department**	ESCI	No Value
❗	**Course Level**	DU	No Value
❗	**College Code**	DA	No Value
❗	**Course Characteristics**	Special Projects	No Value
	Cross-Listed/Related Course Information	Related Parent	Related Parent
	Cross-Listed/Related Course ID's	No Value	No Value
❗	**CTE Status**	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
❗	**Emergency Approval**	No	No Value
❗	**Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)**	N	No Value

Changed	Questions	Current Version	Proposed Version
!	**Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)**	N	No Value
!	**Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)**	Three hours laboratory for each unit of credit (36 hours total for each unit of credit per quarter).	No Value
!	**Noncredit Enhanced Funding Indicator**	N	No Value
!	**In Service Indicator**	N	No Value
!	**Sports/Physical Education Course Indicator**	N	No Value
!	**COA Code**	C	No Value
!	**Fund Code**	114000	No Value
!	**Organization Code**	237005	No Value
!	**Account Code**	1320	No Value
!	**Program Code**	030200	No Value
!	**Percent**	100	No Value
	Curriculum Office Notes	No Value	No Value
!	**Print/No Print to Catalog**	Yes	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Limitation(s) on Enrollment:	(Consent of instructor and division dean and an approved Special Projects Contract is required.)	(Consent of instructor and division dean and an approved Special Projects Contract is required.)
	Limitation(s) on Enrollment - Other:	(Not open to students with credit in ESCI D077X or ESCI D077Y.)	(Not open to students with credit in ESCI D077X or ESCI D077Y.)
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Blue Form

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value
!	**Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.**	No Value	Instructor approval.
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value

Changed	Questions	Current Version	Proposed Version					
❗	**Stage 3: DEI**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			03/04/2026	Basic Course Information	Mode of Delivery	Required	Please add a mode of delivery	Y
			03/04/2026	Specifications	Methods of Instruction	Suggested	Thanks for providing this list. It is not clear what methods of instruction come with the "Assessment" items. Does this mean it is the instructor working directly to provide verbal instruction/guidance? Please consider clarifying what instructional methods come with these assessment items.	Y
			03/04/2026	Specifications	Assignments	Suggested	Do any of these assignments provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection? If so, consider clarifying for the relevant assignment. If not appropriate, please let me know in the initiator response box in this table.	Y
			03/04/2026	Specifications	Methods of Evaluation	Suggested	For any of these evaluation methods, does instructor provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider adding this to the relevant assignment. If not appropriate, just let me know in the initiator response box in this table.	Y

Changed	Questions	Current Version	Proposed Version						
			03/04/2026 Outline			Course Outline	Suggested	Consider minor revisions to provides space to reflect on inequities, racism, or other barriers to inclusion specific to the course subject within the context of project objectives. If not appropriate, please let me know in the initiator response box in this table.	Students examine topics including environmental justice that addresses inequities, racism, or other barriers across historically disadvantaged communities
	Stage 4: Articulation Officer	No Value	No Value						
	Stage 5: De Anza General Education	No Value	No Value						
!	**Stage 6: Content Review Matrix Liaison**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**	
			3/18/26	Matrix H	Objective 2	Required	Please complete for your Limitation on Enrollment	Y	
	Stage 7: Dean of Online Learning	No Value	No Value						
	Stage 8: SLO Coordinator	No Value	No Value						
	Stage 10: Curriculum Committee	No Value	No Value						

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	ESCID077.
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	

Changed	Field	Current Version
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000381731

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	

De Anza College

Change Report

06/11/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Learning Outcomes	CSLOs
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code

Section	Changed field
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Comments	Stage 3: DEI
Comments	Stage 7: Dean of Online Learning
Comments	Stage 8: SLO Coordinator
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?
DEI Review	Please check all areas in the COR that address DEI.
DEI Review	Please summarize the ways in which your course includes DEI.
Stand-Alone Statement	Stand-Alone Statement
UC Transferable and/or Lower-Division Major Requirement	Will the course fulfill a UC/CSU lower-division major requirement?
UC Transferable and/or Lower-Division Major Requirement	Will the course be UC transferable?

General Information

Changed	Field	Current Version	Proposed Version
!	**Faculty Initiator**	• eLumenData, eLumenData	• Cathy Patel
	Course ID (CB01A and CB01B)	L SD050.	L SD050.
	Course Control Number	CCC000601688	CCC000601688
	Course Title (CB02)	Student Success Strategies	Student Success Strategies
	Short Course Title	STUDENT SUCCESS STRATEGIES	STUDENT SUCCESS STRATEGIES
	TOP Code (CB03)	4930.32	4930.32 Learning Skills, Learning Disabled
	CIP Code	Basic Skills and Developmental/Remedial Education, Other	32.0199 Basic Skills and Developmental/Remedial Education, Other
	Department	L S - Learning Strategies	L S - Learning Strategies
!	**Effective Term**	Fall 2021	Fall ~~2021~~ 2027
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
!	**Course Description**	This course explores optimal learning strategies and accommodative techniques for students with special learning needs. Students will evaluate and apply successful learning tools in areas such as time management, goal setting, memory, processing information, test-taking strategies, and learning styles.	This course explores optimal learning strategies and accommodative techniques for students with diverse learning needs and cognitive profiles. Students evaluate and apply effective learning tools in areas such as time management, goal setting, memory, processing information, test-taking strategies, and learning styles. Emphasis is placed on developing self-awareness of individual learning strengths and challenges, accessing campus resources and technologies, and advocating for appropriate academic accommodations to support equitable access and success in college learning environments.
!	**Course Type (CB27)**	No value	• Lower Division
!	**Mode of Delivery**	• NA	• Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• Speech Language Pathology: Disabled Students Programs and Services
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - LEARNING DISABILITIES

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This is a stand-alone course designed for students with disabilities to build basic study skills in order to apply these methods and appropriate accommodations to mainstream college classes. It meets the provisions for a special class designation, Title 5 Section 56028.	This is a stand-alone course designed for students with disabilities to build basic study skills in order to apply these methods and appropriate accommodations to mainstream college classes. It meets the provisions for a special class designation, Title 5 Section 56028.

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No
	Foothill Faculty Consultation Name	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly GUID D202.)	(Formerly GUID D202.)

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

CTE Course

Changed	Field	Current Version	Proposed Version
!	**Is this a CTE (Career Technical Education) course?**	No value	Yes

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
!	**Is this an honors/non-honors course?**	No value	No

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
!	**Is this a mirrored credit/noncredit course?**	No value	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

Cross-listed Course

Changed	Field	Current Version	Proposed Version
!	**Is this a cross-listed course?**	No value	No

DEI Review

Changed	Field	Current Version	Proposed Version
!	**Please check all areas in the COR that address DEI.**	No value	• Basic Course Information - Course Description • Specifications - Assignments • Specifications - Examples of Primary Texts and References • Specifications - Methods of Instruction • Specifications - Methods of Evaluation • Outline - Course Outline
	Please summarize the ways in which your course includes DEI.	No value	This course supports diversity, equity, and inclusion by recognizing the diverse learning strengths, cognitive styles, and educational experiences of students. Students assess their individual learning needs through reflection and assessment tools and develop strategies that support equitable access to learning. The course examines learning differences, including learning disabilities and ADHD, and introduces students to appropriate accommodations and campus support resources. Instruction incorporates multiple learning modalities, collaborative activities, and reflective assignments to support diverse learners. Students also develop self-advocacy skills to help them access accommodations and succeed in their academic coursework

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is designated as an "approved special class" for students with disabilities.	Course is designated as an "approved special class" for students with disabilities.

Changed	Field	Current Version	Proposed Version
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	99	99
	Grade Options	• Pass/No Pass	• Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	(Repeatable as needed to meet the Student Educational Contract (Title 5, section 56029).)	(Repeatable as needed to meet the Student Educational Contract (Title 5, section 56029).)

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	This course has been identified as a stand-alone course, which means that it is not listed on any GE pattern and/or a certificate and degree program. Please address the following to complete this area: 1. An explanation as to why this course does not fit into a certificate/degree or GE; 2. The purpose of this course; 3. Who your audience will be.	~~This course has been identified as a stand-alone course, which means that it is not listed on any GE pattern and/or a certificate and degree program. Please address the following to complete this area: 1. An explanation as to why this course does not fit into a certificate/degree or GE; 2. The purpose of this course; 3. Who your audience will be.~~

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
❗	**Will the course fulfill a UC/CSU lower-division major requirement?**	No value	No
	If yes, identify the UC/CSU campus, course and major.	No value	
❗	**Will the course be UC transferable?**	No value	No
	If yes, identify the lower-division UC course and campus.	No value	

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	No value	No value

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to CSU only	Transferable to CSU only
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved
	GE Information	No value	No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	4	4
	Lecture Hours - Out of Class	8	8
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144
	Lecture Hours - Course In-Class (Contact) per Term	48	48
	Lecture Hours - Course Out-of-Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	48	48
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4	4
	Total Credit Units - Maximum Credit Units	4	4

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction** Collaborative learning Small Group Discussion of assigned reading and related personal experiences Lecture, visual aids, and hands or activities Quiz and examination review performed in class Virtual Field Trips	**Methods of Instruction** Methods of Instruction **Methods of Instruction** Collaborative learning activities that allow students to share perspectives and strategies related to diverse learning experiences. Small group discussions of assigned readings and personal experiences to encourage reflection on different learning styles, strengths, and challenges. Lectures supported by visual aids, demonstrations, and hands-on activities to address multiple learning modalities (visual, auditory, and kinesthetic). Guided review sessions for quizzes and examinations that reinforce inclusive learning strategies and accessible study techniques. Virtual field trips and technology-supported learning experiences that introduce students to campus resources, assistive technologies, and learning support tools.
❗	**Assignments**	1. Weekly Textbook readings and exercises 2. Written summaries of textbook chapters and case study for each chapter 3. Individual class presentations demonstrating learning strategies 4. Maintain an organized binder of printed materials and assignments 5. Use of a time management tool 6. Write weekly logs describing progress and problems with learning strategies 7. Develop a portfolio that includes one specific learning strategy, a long term educational goal	1. Weekly textbook readings and exercises focused on learning strategies, cognitive diversity, and effective academic practices. 2. Written summaries of textbook chapters and case studies analyzing learning strategies and their application to diverse learning needs and educational contexts. 3. Individual or small-group class presentations demonstrating learning strategies and tools that support different learning styles and cognitive strengths. 4. Maintain an organized binder or digital learning portfolio of course materials, assignments, and learning resources to support accessible study practices. 5. Use of a time-management tool or planner to develop structured strategies for balancing academic responsibilities. 6. Weekly reflective learning logs describing academic successes, challenges, and the effectiveness of learning strategies applied during the term. 7. Development of a personal learning portfolio that includes an individualized learning strategy plan, identification of learning strengths and needs, and a long-term educational goal.

Changed	Field	Current Version	Proposed Version
!	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation** 1. Completion of weekly textbook exercises evaluated by points according to rubric earned for completed assignments. 2. Individual presentations evaluated by basic comprehension and application of ideas 3. Use a checklist for binder organization and check for completed weekly logs 4. Submit a summary of the effectiveness of the time management tool graded based whether all components are met in writing a complete summary such as grammar, essential time management tools are mentioned, and complete sentences. 5. Short quizzes graded based upon traditional scale (90%-100=A, 80%-90% =B, 70%-80% =C) 6. Midterm and final exam graded on traditional grading scale 7. Portfolio graded on a student work samples.	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation** 1. Completion of weekly textbook exercises evaluated using a rubric that measures comprehension, application of learning strategies, and completion of assigned activities. 2. Individual presentations evaluated on clarity, understanding, and application of learning strategies relevant to diverse learning styles and academic contexts. 3. Organization of course materials and weekly learning logs evaluated using a checklist that assesses completeness, reflection on learning progress, and application of study strategies. 4. Written summary evaluating the effectiveness of a time-management tool, graded on completeness, clarity of explanation, identification of appropriate strategies, and quality of written communication. 5. Short quizzes assessing comprehension of key concepts, graded using a traditional scale (90–100 = A, 80–89 = B, 70–79 = C, etc.). 6. Midterm and final examinations evaluating understanding and application of course concepts, graded on a traditional grading scale. 7. Learning portfolio evaluated based on collected student work samples demonstrating application of learning strategies, reflection on learning strengths and needs, and progress toward academic goals.
!	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • None. **Essential College Facilities:** • Access to assistive technology	**Essential Student Materials:** • None **Essential College Facilities:** • Access to assistive technology

Changed	Field	Current Version	Proposed Version
!	**Examples of Primary Texts and References**	**Title** No value **Author** Hopper, Carolyn H. "Practicing College Learning Strategies." 7th Edition, Boston Mass:Wadsworth, Cengage Learning, 2015. **Publisher** No value **Date/Edition** No value **ISBN** No value **Title** No value **Author** Wong, Linda. Essential Study Skills. Cengage. 8th edition, 2014 **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** Motivation and Learning Strategies for College Success: A Focus on Self-Regulated Learning. **Author** Seli, Paul. ● Focuses on self-regulated learning, study strategies, and motivation for college students. ● Includes discussion of students' lived experiences, equity, and diverse learning needs. **Publisher** Routledge **Date/Edition** 7th Edition, 2023. **ISBN** ISBN: 9781032470207 **Title** Keys to College Studying: Becoming an Active Thinker. **Author** Carter, Christine; Bishop, Joyce; Kravits, Sarah. **Publisher** Pearson **Date/Edition** 15th Edition, 2023. **ISBN** ISBN: 9780137490462

Changed	Field	Current Version	Proposed Version
	Suggested Reading List	**Reading List** Cole, David & Mooney, Jonathon. "Learning Outside the Lines." New York: Fireside, 2009. **May include, but are not limited to** No value	**Reading List** Cole, David & Mooney, Jonathon. "Learning Outside the Lines." New York: Fireside, 2009. **May include, but are not limited to** No value
		Reading List Jensen, Eric & Snider, Carole. "Turnaround Tools for the Teenage Brain." New Jersey: John Weley & Sons, Inc., 2013. **May include, but are not limited to** No value	**Reading List** Jensen, Eric & Snider, Carole. "Turnaround Tools for the Teenage Brain." New Jersey: John Weley & Sons, Inc., 2013. **May include, but are not limited to** No value
		Reading List Kanar, Carol C. "The Confident Student." Boston, Mass. Wadsworth, Centage Learning, 2012. **May include, but are not limited to** No value	**Reading List** Kanar, Carol C. "The Confident Student." Boston, Mass. Wadsworth, Centage Learning, 2012. **May include, but are not limited to** No value
		Reading List Nadeaw, Kathleen. "Survival Guide for College Students with ADHD or LD." 2nd Edition. Washington D.C.: Magination Press, 2006. **May include, but are not limited to** No value	**Reading List** Nadeaw, Kathleen. "Survival Guide for College Students with ADHD or LD." 2nd Edition. Washington D.C.: Magination Press, 2006. **May include, but are not limited to** No value
		Reading List Price, Kay M.; Nelson, Karna L., "Planning Effective Instruction: Diversity Responsive Methods and Management." Boston, Mass.: Wadsworth, Centage Learning, 2013. **May include, but are not limited to** No value	**Reading List** Price, Kay M.; Nelson, Karna L., "Planning Effective Instruction: Diversity Responsive Methods and Management." Boston, Mass.: Wadsworth, Centage Learning, 2013. **May include, but are not limited to** No value
		Reading List Quinn, Patricia Q. "Add and the College Student: A Guide for High School and College Students with Attention Deficit Disorder." Washington D.C.: Magination Press, 2001. **May include, but are not limited to** No value	**Reading List** Quinn, Patricia Q. "Add and the College Student: A Guide for High School and College Students with Attention Deficit Disorder." Washington D.C.: Magination Press, 2001. **May include, but are not limited to** No value
		Reading List Ratey, John. "A User's Guide to the Brain: Perception, Attention and the Four Theaters of the Brain." New York, N.Y.: Vintage Publishing, 2002.	**Reading List** Ratey, John. "A User's Guide to the Brain: Perception, Attention and the Four Theaters of the Brain." New York, N.Y.: Vintage Publishing, 2002.

Changed	Field	Current Version	Proposed Version
		May include, but are not limited to: No value	**May include, but are not limited to**: No value
		Reading List: Sandler, Michael. "College Confidence with ADD." Naperville, Illinois: Sourcebook, Inc., 2008 **May include, but are not limited to**: No value	**Reading List**: Sandler, Michael. "College Confidence with ADD." Naperville, Illinois: Sourcebook, Inc., 2008 **May include, but are not limited to**: No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Create strategies needed to begin the new college term. • Assess current learning strengths, special learning needs, and strategies for appropriate class accommodations for a disability. • Identify those factors related to learning differences taken from research on the brain. • Demonstrate a variety of techniques used to improve study skills. • Plan a specific learning model to advocate and accommodate for special learning needs in other academic course work.	• Create strategies needed to begin the new college term. • Assess current learning strengths, special learning needs, and strategies for appropriate class accommodations for a disability. • Identify those factors related to learning differences taken from research on the brain. • Demonstrate a variety of techniques used to improve study skills. • Plan a specific learning model to advocate and accommodate for special learning needs in other academic course work.
	CSLOs	**CSLOs**: Formulate an individualized study strategy which include accommodations and advocacy for their specific disability. **Expected SLO Performance**: 0.0	**CSLOs**: Formulate an individualized study strategy which include accommodations and advocacy for their specific disability. **Expected SLO Performance**: 0.0
		CSLOs: Demonstrate study techniques by utilizing individualized study strategies and apply it in other course(s). **Expected SLO Performance**: 0.0	**CSLOs**: Demonstrate study techniques by utilizing individualized study strategies and apply it in other course(s). **Expected SLO Performance**: 0.0
			CSLOs: Formulate an individualized study strategy which includes accommodations and advocacy for their specific disability. **Expected SLO Performance**: 0.0
			CSLOs: Demonstrate study techniques by utilizing individualized study strategies and apply them in other course(s). **Expected SLO Performance**: 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
❗	**Course Content**	1. Create strategies needed to begin the new college term. 1. Use the assignment log for first week of the quarter 2. Examine ten general student success principles 3. Practice a breathing technique that deals with stress, anxiety, and concentration 4. Review tips on taking notes, reading assignments, taking tests using technology tools, and online courses. 5. Define the Eric Jensen equation for optimal learning 6. List techniques for getting acquainted with campus resources including meeting basic technology needs 2. Assess current learning strengths, special learning needs, and strategies for appropriate class accommodations for a disability. 1. Evaluate learning strengths and needs from standardized and/or professional assessments. 1. Choose appropriate accommodations based on cognitive strengths and weaknesses 2. Examine his/her/their own cognitive profile with the instructor 2. Examine learning styles using a variety of standardized, screening, and inventory instruments 1. Identify hemispheric dominance and define strategies 2. Identify preferred sensory modes and strategies 3. Identify social learning preference 4. Select one of the multiple intelligences that best describes them 3. Construct a learning profile summarizing results of assessment tools and listing specific learning strategies to learn new material 3. Identify those factors related to learning differences taken from research on the brain. 1. Describe learning differences that may interfere with academic success 1. Describe the characteristics of learning disabilities 2. Describe the characteristics of an Attention Deficit/Hyperactive Disorder 2. Explain implications of brain research on learning and learning differences/disabilities. 3. Define the memory principles and how they apply to processing information 1. Name the ten elements that affect memory and learning as experienced with "memory box" activity 2. Name the different kinds of memory 4. Demonstrate a variety of techniques used to improve study skills. 1. Apply the principles of time management 2. Explain levels of learning for critical thinking and making decisions 3. Choose effective and challenging goals 4. Choose the appropriate memory principle to process specific information 5. Examine methods for processing information from lectures and reading textbooks 6. Make use of different test taking strategies 7. Experiment with reducing stress to improve concentration 8. Synthesize learning in the form of providing advice to fellow students in case studies 9. Write learning logs that list weekly academic successes and challenges. 5. Plan a specific learning model to advocate and accommodate for special learning needs in other academic course work. 1. Identity problems and use appropriate learning strategies to find solutions 2. Apply one specific learning strategy for the next academic term 3. Present advocacy model to arrange for next academic term's class accommodations.	1. Create strategies needed to begin the new college term. 1. Use the assignment log for the first week of the quarter. 2. Examine ten general student success principles. 3. Practice breathing techniques that address stress, anxiety, and concentration. 4. Review tips on taking notes, reading assignments, taking tests using technology tools, and participating in online courses. 5. Define the Eric Jensen equation for optimal learning. 6. List techniques for becoming acquainted with campus resources, including meeting basic technology needs. 2. Assess current learning strengths, special learning needs, and strategies for appropriate class accommodations for a disability. 1. Evaluate learning strengths and needs using standardized and/or professional assessments. 1. Choose appropriate accommodations based on cognitive strengths and weaknesses. 2. Examine their own cognitive profile with the instructor. 2. Examine learning styles using a variety of standardized, screening, and inventory instruments. 1. Identify hemispheric dominance and define strategies. 2. Identify preferred sensory modes and strategies. 3. Identify social learning preferences. 4. Select one of the multiple intelligences that best describes the learner. 3. Construct a learning profile summarizing results of assessment tools and listing specific learning strategies for learning new material. 3. Identify those factors related to learning differences based on research on the brain. 1. Describe learning differences that may interfere with academic success. 1. Describe the characteristics of learning disabilities. 2. Describe the characteristics of Attention Deficit/Hyperactivity Disorder (ADHD). 2. Explain implications of brain research on learning and learning differences/disabilities. 3. Define memory principles and how they apply to processing information. 1. Name the ten elements that affect memory and learning as experienced in the "memory box" activity. 2. Name the different kinds of memory. 4. Demonstrate a variety of techniques used to improve study skills. 1. Apply the principles of time management. 2. Explain levels of learning for critical thinking and decision-making. 3. Choose effective and challenging goals. 4. Choose the appropriate memory principles to process specific information. 5. Examine methods for processing information from lectures and reading textbooks. 6. Make use of different test-taking strategies. 7. Experiment with reducing stress to improve concentration. 8. Synthesize learning by providing advice to fellow students through case studies. 9. Write learning logs that list weekly academic successes and challenges. 5. Plan a specific learning model to advocate for and accommodate special learning needs in other academic coursework. 1. Identify problems and use appropriate learning strategies to find solutions. 2. Apply one specific learning strategy for the next academic term.

Changed	Field	Current Version	Proposed Version
			3. Present an advocacy model to arrange class accommodations for the next academic term.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	**Banner Start Term (202122)**	202122	No Value
!	**Banner Division**	2DS	No Value
!	**Catalog Term (21-22)**	21-22	No Value
!	**5 Year Revision Year (2021)**	2020	No Value
!	**Effective Quarter**	Fall	No Value
!	**Effective Year (2021)**	2020	No Value
	Sort ID (00 < 10; 0 < 100)	L S 050	L S 050
	Course Status	Non-substantial	Non-substantial
!	**Course Status Code**	A	No Value
!	**Banner Department**	L S	No Value
!	**Course Level**	DU	No Value
!	**College Code**	DA	No Value
	Course Characteristics	Disability Support	Disability Support
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value

Changed	Questions	Current Version	Proposed Version
!	**CTE Status**	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	**Emergency Approval**	No	No Value
!	**Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)**	T	No Value
!	**Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)**	A	No Value
!	**Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)**	Four hours lecture (48 hours total per quarter).	No Value
!	**Noncredit Enhanced Funding Indicator**	N	No Value
!	**In Service Indicator**	N	No Value
!	**Sports/Physical Education Course Indicator**	N	No Value
!	**COA Code**	C	No Value
!	**Fund Code**	122020	No Value
!	**Organization Code**	227013	No Value
!	**Account Code**	1320	No Value
!	**Program Code**	493031	No Value
!	**Percent**	100	No Value
	Curriculum Office Notes	• Tech. change appr. only - division code and/or department code/name changes appr. 6/20/2017 - mkct • Course number change to LS 50 due to articulation, appr. 1/23/18 (effect. F18)-mkct	• Tech. change appr. only - division code and/or department code/name changes appr. 6/20/2017 - mkct • Course number change to LS 50 due to articulation, appr. 1/23/18 (effect. F18)-mkct
!	**Print/No Print to Catalog**	Yes	No Value

Blue Form

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.	No Value	No Value
	If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
!	**Stage 3: DEI**	No Value	**Date** **Tab** **Part - Field** **Type of Edit** **Edit** **4/8/2026** Specifications Examples of Primary Texts and References Required Thanks for providing this example of primary texts and references. otherwise cost conscious options. Textbooks are considered low co **to the DEI Box if appropriate. This will satisfy the required con** **4/8/2026** Specifications Examples of Primary Texts and References Suggested Do Examples of Primary Texts and References meet universal des **and consider adding this to the DEI statement.** **4/8/2026** Specifications Methods of Evaluation Suggested For any evaluation methods, do instructors provide examples of str
	Stage 4: Articulation Officer	No Value	No Value
	Stage 5: De Anza General Education	No Value	No Value
	Stage 6: Content Review Matrix Liaison	No Value	No Value
!	**Stage 7: Dean of Online Learning**	No Value	**Date** **Tab** **Part - Field** **Type of Edit** **Edit** **5/4/26** Basic Course Information Proposed Details - Attachments Required Please upload your Hybrid Course Delivery forms
!	**Stage 8: SLO Coordinator**	No Value	**Date** **Tab** **Part - Field** **Type of Edit** **Edit** **5/5/2026** Learning Outcomes CSLO #1 Suggested Grammar Change: **Formulate an individualized study strategy which include accomm** 1f6be0f2405a1773356891969&viewType=step&fromUrl=https%3A%2F%2Fdeanza.elume review-filters) To: Formulate an individualized study strategy which ***includes*** accommodations and advocac **5/5/2026** Learning Outcomes CSLO #2 Suggested Grammar change: **Demonstrate study techniques by utilizing individualized study st** 1f6be0f2405a1773356891969&viewType=step&fromUrl=https%3A%2F%2Fdeanza.elume review-filters) To Demonstrate study techniques by utilizing individualized study strategies and apply ***them***
	Stage 10: Curriculum Committee	No Value	No Value

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	L SD050.
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Aug 31, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000601688

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	

De Anza College

Change Report

06/11/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator

Section	Changed field
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Comments	Stage 3: DEI
Comments	Stage 7: Dean of Online Learning
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.
Stand-Alone Statement	Stand-Alone Statement
UC Transferable and/or Lower-Division Major Requirement	Will the course fulfill a UC/CSU lower-division major requirement?
UC Transferable and/or Lower-Division Major Requirement	Will the course be UC transferable?

General Information

Changed	Field	Current Version	Proposed Version
!	**Faculty Initiator**	• eLumenData, eLumenData	• Cathy Patel
	Course ID (CB01A and CB01B)	L SD207.	L SD207.
	Course Control Number	CCC000519331	CCC000519331
	Course Title (CB02)	Introductory Writing and Grammar Skills	Introductory Writing and Grammar Skills
	Short Course Title	INTRO WRIT/GRAMM SKILLS	INTRO WRIT/GRAMM SKILLS
	TOP Code (CB03)	1501.00	1501.00 English
	CIP Code	English Language and Literature, General	23.0101 English Language and Literature, General
	Department	L S - Learning Strategies	L S - Learning Strategies
!	**Effective Term**	Fall 2021	Fall ~~2021~~ 2027

Changed	Field	Current Version	Proposed Version
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
❗	**Course Description**	This is a basic writing and editing skills course for students with specialized learning needs preparing for college-level writing activities. Students will engage in diverse writing formats including structured paragraphs on a variety of topics using compensatory written learning strategies. Students will also practice parts of speech, capitalization, punctuation, sentence structure, and paragraph development.	This course develops foundational writing and editing skills for students preparing for college-level writing. The course supports diverse learning styles and needs through accessible instructional approaches and strategies that promote confidence and independence in writing. Students will practice composing structured paragraphs across a range of topics while using supportive learning strategies to strengthen written communication. Instruction includes parts of speech, capitalization, punctuation, sentence structure, and paragraph development, with attention to writing as a tool for expressing ideas, experiences, and perspectives in an inclusive academic environment.
	Course Type (CB27)	No value	No value
❗	**Mode of Delivery**	• NA	• Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• Speech Language Pathology: Disabled Students Programs and Services
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - LEARNING DISABILITIES

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This is a stand-alone course. It is one of a group of courses designed to assist students with disabilities to build basic skills. It meets the provisions for a special class designation, Title 5 Section 56028. This course prepares students to enter the mainstream language arts sequence of classes.	This is a stand-alone course. It is one of a group of courses designed to assist students with disabilities to build basic skills. It meets the provisions for a special class designation, Title 5 Section 56028. This course prepares students to enter the mainstream language arts sequence of classes.

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Course ID	No value	

Changed	Field	Current Version	Proposed Version
	Does the course have a Foothill equivalent?	No	No
	Foothill Faculty Consultation Name	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly GUID D207.)	(Formerly GUID D207.)

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

CTE Course

Changed	Field	Current Version	Proposed Version
❗	**Is this a CTE (Career Technical Education) course?**	No value	Yes

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
❗	**Is this an honors/non-honors course?**	No value	No

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
❗	**Is this a mirrored credit/noncredit course?**	No value	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

Cross-listed Course

Changed	Field	Current Version	Proposed Version
❗	**Is this a cross-listed course?**	No value	No

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	This course supports diversity, equity, and inclusion by recognizing the diverse learning strengths, cognitive styles, and educational experiences of students. Students assess their individual learning needs through reflection and assessment tools and develop strategies that support equitable access to learning. The course examines learning differences, including learning disabilities and ADHD, and introduces students to appropriate accommodations and campus support resources. Instruction incorporates multiple learning modalities, collaborative activities, and reflective assignments to support diverse learners. Students also develop self-advocacy skills to help them access accommodations and succeed in their academic coursework.
❗	**Please check all areas in the COR that address DEI.**	No value	• Basic Course Information - Course Description • Specifications - Assignments • Specifications - Examples of Primary Texts and References • Specifications - Methods of Instruction • Specifications - Methods of Evaluation • Outline - Course Outline

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is a basic skills course.	Course is a basic skills course.
	Course Prior To College Level	Two levels below transfer,	Two levels below transfer,
	Course Special Class Status (CB13)	Course is designated as an "approved special class" for students with disabilities.	Course is designated as an "approved special class" for students with disabilities.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course

Changed	Field	Current Version	Proposed Version
	Repeat Limit	99	99
	Grade Options	• Pass/No Pass	• Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	(Repeatable as needed to meet the Student Educational Contract (Title 5, section 56029).)	(Repeatable as needed to meet the Student Educational Contract (Title 5, section 56029).)

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	This course has been identified as a stand-alone course, which means that it is not listed on any GE pattern and/or a certificate and degree program. Please address the following to complete this area: 1. An explanation as to why this course does not fit into a certificate/degree or GE; 2. The purpose of this course; 3. Who your audience will be.	~~This course has been identified as a stand-alone course, which means that it is not listed on any GE pattern and/or a certificate and degree program. Please address the following to complete this area: 1. An explanation as to why this course does not fit into a certificate/degree or GE; 2. The purpose of this course; 3. Who your audience will be.~~

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	
❗	**Will the course fulfill a UC/CSU lower-division major requirement?**	No value	No
	If yes, identify the UC/CSU campus, course and major.	No value	
❗	**Will the course be UC transferable?**	No value	No

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	No value	No value

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Not transferable	Not transferable
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Not transferable	Not transferable
	GE Information	No value	No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	4	4
	Lecture Hours - Out of Class	8	8
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144
	Lecture Hours - Course In-Class (Contact) per Term	48	48
	Lecture Hours - Course Out-of-Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	0	0

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	48	48
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4	4
	Total Credit Units - Maximum Credit Units	4	4

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Not Degree Applicable	Credit - Not Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Demonstration lecture using visual aids Models of various writing forms Directed small group collaborative practice Students practice as editors Quiz and examination review performed in class by students Individual consulting	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Collaborative learning activities that allow students to share perspectives and strategies related to diverse learning experiences. Small group discussions of assigned readings and personal experiences to encourage reflection on different learning styles, strengths, and challenges. Lectures supported by visual aids, demonstrations, and hands-on activities to address multiple learning modalities (visual, auditory, and kinesthetic). Guided review sessions for quizzes and examinations that reinforce inclusive learning strategies and accessible study techniques. Virtual field trips and technology-supported learning experiences that introduce students to campus resources, assistive technologies, and learning support tools.
❗	**Assignments**	1. Skill demonstration in the completion of grammar exercises in course pack 2. Frequent directed and non-directed journal writings 3. Weekly writing assignment requiring prewriting and at least 2 drafts 4. Specific design and use of grammar study cards 5. Prewriting activities using application software	1. Weekly textbook readings and exercises focused on learning strategies, cognitive diversity, and effective academic practices. 2. Written summaries of textbook chapters and case studies analyzing learning strategies and their application to diverse learning needs and educational contexts. 3. Individual or small-group class presentations demonstrating learning strategies and tools that support different learning styles and cognitive strengths. 4. Maintain an organized binder or digital learning portfolio of course materials, assignments, and learning resources to support accessible study practices. 5. Use of a time-management tool or planner to develop structured strategies for balancing academic responsibilities. 6. Weekly reflective learning logs describing academic successes, challenges, and the effectiveness of learning strategies applied during the term. 7. Development of a personal learning portfolio that includes an individualized learning strategy plan, identification of learning strengths and needs, and a long-term educational goal.

Changed	Field	Current Version	Proposed Version
❗	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation** 1. Completion of at least 4 ten minute weekly journals of directed and non-directed freewritings 2. Weekly submission of specific grammar study cards evaluated by a scoring system. 3. Weekly grammar assignments graded according to proper usage in accordance to rubric. 4. Weekly writings, evaluated for format and use of standard English grammar 5. Quizzes to evaluate application of grammar 6. Final exam for grammar 7. Portfolio of all writings evaluated for format, content, and usage of grammar.	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation** 1. Completion of weekly textbook exercises evaluated using a rubric that measures comprehension, application of learning strategies, and completion of assigned activities. 2. Individual presentations evaluated on clarity, understanding, and application of learning strategies relevant to diverse learning styles and academic contexts. 3. Organization of course materials and weekly learning logs evaluated using a checklist that assesses completeness, reflection on learning progress, and application of study strategies. 4. Written summary evaluating the effectiveness of a time-management tool, graded on completeness, clarity of explanation, identification of appropriate strategies, and quality of written communication. 5. Short quizzes assessing comprehension of key concepts, graded using a traditional scale (90–100 = A, 80–89 = B, 70–79 = C, etc.). 6. Midterm and final examinations evaluating understanding and application of course concepts, graded on a traditional grading scale. 7. Learning portfolio evaluated based on collected student work samples demonstrating application of learning strategies, reflection on learning strengths and needs, and progress toward academic goals.
❗	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • None. **Essential College Facilities:** • Access to assistive technology for students with disabilities	**Essential Student Materials:** • None **Essential College Facilities:** • Access to assistive technology for students with disabilities

Changed	Field	Current Version	Proposed Version
❗	**Examples of Primary Texts and References**	**Title** No value **Author** *EDC Introductory Writing Skills course pack, 2014 **Publisher** No value **Date/Edition** No value **ISBN** No value **Title** No value **Author** A dictionary containing at least 80,000 entries (electronic or printed) **Publisher** No value **Date/Edition** No value **ISBN** No value **Title** No value **Author** Thesaurus **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** The Word on College Reading and Writing **Author** Monique Babin; Carol Burnell; Susan Pesznecker; Nicole Rosevear; Jaime Wood **Publisher** Open Oregon Educational Resources **Date/Edition** 2017 (print edition commonly listed as 2018) **ISBN** Print ISBN: 978-1-63635-028-8 E-book ISBN: 978-1-63635-027-1 **Title** Webster's All-in-One Dictionary and Thesaurus, Third Edition **Author** Editors of Merriam-Webster **Publisher** Federal Street Press **Date/Edition** 2024 **ISBN** ISBN-13: 978-1596951846 **Title** Oxford American Desk Dictionary & Thesaurus **Author** Oxford Languages (Oxford University Press) **Publisher** Oxford University Press **Date/Edition** 2023 **ISBN** ISBN-13: 978-0199739271

Changed	Field	Current Version	Proposed Version
	Suggested Reading List	**Reading List**: Abercrombie, Barbara. Courage and Craft: Writing Your Life into Story. New World Library. 2009. **May include, but are not limited to**: No value	**Reading List**: Abercrombie, Barbara. Courage and Craft: Writing Your Life into Story. New World Library. 2009. **May include, but are not limited to**: No value
		Reading List: Beason, Larry & Lester, Mark. A Commonsense Guide to Grammar & Usage. Bedford/St. Martin's. 2011. **May include, but are not limited to**: No value	**Reading List**: Beason, Larry & Lester, Mark. A Commonsense Guide to Grammar & Usage. Bedford/St. Martin's. 2011. **May include, but are not limited to**: No value
		Reading List: Clark, Roy Peter. Writing Tools: 50 Essential Strategies for Every Writer. Little, Brown, & Co. 2013. **May include, but are not limited to**: No value	**Reading List**: Clark, Roy Peter. Writing Tools: 50 Essential Strategies for Every Writer. Little, Brown, & Co. 2013. **May include, but are not limited to**: No value
		Reading List: Clark, Roy Peter. Help! For Writers 210 Solutions to Problems Every Writer Faces. Little, Brown & Co. 2013 **May include, but are not limited to**: No value	**Reading List**: Clark, Roy Peter. Help! For Writers 210 Solutions to Problems Every Writer Faces. Little, Brown & Co. 2013 **May include, but are not limited to**: No value
		Reading List: Elbow, Peter. Everyone Can Write: Essays Toward a Hopeful Theory of Writing and Teaching Writing. Oxford University Press. 2000. **May include, but are not limited to**: No value	**Reading List**: Elbow, Peter. Everyone Can Write: Essays Toward a Hopeful Theory of Writing and Teaching Writing. Oxford University Press. 2000. **May include, but are not limited to**: No value

Changed	Field	Current Version	Proposed Version
	Reading List	Juzwiak, Chris. Stepping Stones: A Guided Approach to Writing Sentences and Paragraphs. Bedford/St. Martin's. 2012.	Juzwiak, Chris. Stepping Stones: A Guided Approach to Writing Sentences and Paragraphs. Bedford/St. Martin's. 2012.
	May include, but are not limited to	No value	No value
	Reading List	Mather, Nancy, Wendling, Barbara J. & Roberts, Rhia. Writing Assessment & Instruction for Students with Learning Disabilities. Josseybass. 2009.	Mather, Nancy, Wendling, Barbara J. & Roberts, Rhia. Writing Assessment & Instruction for Students with Learning Disabilities. Josseybass. 2009.
	May include, but are not limited to	No value	No value
	Reading List	Rico, Gabriele Lusser. The Power of Story: Write to Shape Experience. Absey & Co. 2009.	Rico, Gabriele Lusser. The Power of Story: Write to Shape Experience. Absey & Co. 2009.
	May include, but are not limited to	No value	No value
	Reading List	Sebranek, Peter et al. Write for College: A Student's Handbook. Great Source Education Group. 2007.	Sebranek, Peter et al. Write for College: A Student's Handbook. Great Source Education Group. 2007.
	May include, but are not limited to	No value	No value
	Reading List	Thompson, Diane R. & Bushnell, Lidia E. Reading: Learning, Writing & Disorders. Nova Science. 2008.	Thompson, Diane R. & Bushnell, Lidia E. Reading: Learning, Writing & Disorders. Nova Science. 2008.
	May include, but are not limited to	No value	No value

Changed	Field	Current Version	Proposed Version
	Reading List	Vander Mey, Randall. The College Writer: A Guide to Thinking, Writing, and Researching. Centage Learning. 2014	Vander Mey, Randall. The College Writer: A Guide to Thinking, Writing, and Researching. Centage Learning. 2014
	May include, but are not limited to	No value	No value
	Reading List	Internet Resources for Grammar & Writing: http://www.eslprof.com/handouts/index.htm	Internet Resources for Grammar & Writing: http://www.eslprof.com/handouts/index.htm
	May include, but are not limited to	No value	No value
	Reading List	Internet Resources for Grammar & Writing: http://www.ghotit.com	Internet Resources for Grammar & Writing: http://www.ghotit.com
	May include, but are not limited to	No value	No value
	Reading List	Internet Resources for Learning Disabilities and Written Expression: http://www.inspiration.com	Internet Resources for Learning Disabilities and Written Expression: http://www.inspiration.com
	May include, but are not limited to	No value	No value
	Reading List	Internet Resources for Learning Disabilities and Written Expression: http://www.grammarly.com	Internet Resources for Learning Disabilities and Written Expression: http://www.grammarly.com
	May include, but are not limited to	No value	No value
	Reading List	Internet Resources for Learning Disabilities and Written Expression: http://www.englishforeveryone.org	Internet Resources for Learning Disabilities and Written Expression: http://www.englishforeveryone.org

Changed	Field	Current Version	Proposed Version
		May include, but are not limited to No value	**May include, but are not limited to** No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Analyze and select basic grammar skills for editing. • Identify and utilize basic principles for diverse writing formats including a paragraph. • Appraise and experiment with compensatory strategies for students with specialized learning processes.	• Analyze and select basic grammar skills for editing. • Identify and utilize basic principles for diverse writing formats including a paragraph. • Appraise and experiment with compensatory strategies for students with specialized learning processes.
	CSLOs	**CSLOs** Compose an appropriately structured paragraph. **Expected SLO Performance** 0.0	**CSLOs** Compose an appropriately structured paragraph. **Expected SLO Performance** 0.0
		CSLOs Demonstrate standard grammar and punctuation in their written work. **Expected SLO Performance** 0.0	**CSLOs** Demonstrate standard grammar and punctuation in their written work. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
❗	**Course Content**	1. Analyze and select basic grammar skills for editing. 1. Function of words 1. Label basic parts of speech and utilize them to analyze sentence structure 2. Identify subjects and verbs to analyze for subject-verb agreement in sentences. 3. Apply consistent tense and person within a sentence and a paragraph 2. Capitalization and punctuation skills 1. Apply correct rules for capitalization. 2. Use correctly comma, semi-colon, quotation mark, and colon. 3. Sentence analysis and construction 1. Identify and analyze type of phrases 2. Identify and analyze dependent and independent clauses 3. Perceive, analyze, and correct run-on sentences and fragments 4. Demonstrate flexibility in correcting run-on sentences and fragments 5. Identify and illustrate simple, compound, and complex sentences 6. Demonstrate the skill of changing sentences from one type to another 2. Identify and utilize basic principles for diverse writing formats including a paragraph. 1. Various writing forms 1. Identify specific style and purpose for texting 2. Compare style and work usage for email writing 3. Compare emails and letters suitable to audience and purpose. 2. Paragraph development 1. Construct topic sentences containing the topic and a controlling idea 2. Utilize specific supporting details for the controlling idea 3. Apply transition words to establish coherence 4. Reinerate the controlling idea in a concluding sentence 3. Prewriting techniques specifically adapted to students' learning differences 1. Brainstorming 2. Clustering 3. Mindmapping 4. Outlining 5. Multisensory (visual, auditory, kinesthetic, & tactile) 4. Proofreading, revising and editing development	1. Create strategies needed to begin the new college term. 1. Use the assignment log for the first week of the quarter. 2. Examine ten general student success principles. 3. Practice breathing techniques that address stress, anxiety, and concentration. 4. Review tips on taking notes, reading assignments, taking tests using technology tools, and participating in online courses. 5. Define the Eric Jensen equation for optimal learning. 6. List techniques for becoming acquainted with campus resources, including meeting basic technology needs. 2. Assess current learning strengths, special learning needs, and strategies for appropriate class accommodations for a disability. 1. Evaluate learning strengths and needs using standardized and/or professional assessments. 1. Choose appropriate accommodations based on cognitive strengths and weaknesses. 2. Examine their own cognitive profile with the instructor. 2. Examine learning styles using a variety of standardized, screening, and inventory instruments. 1. Identify hemispheric dominance and define strategies. 2. Identify preferred sensory modes and strategies. 3. Identify social learning preferences. 4. Select one of the multiple intelligences that best describes the learner. 3. Construct a learning profile summarizing results of assessment tools and listing specific learning strategies for learning new material. 3. Identify those factors related to learning differences based on research on the brain. 1. Describe learning differences that may interfere with academic success. 1. Describe the characteristics of learning disabilities. 2. Describe the characteristics of Attention Deficit/Hyperactivity Disorder (ADHD). 2. Explain implications of brain research on learning and learning differences/disabilities. 3. Define memory principles and how they apply to processing information. 1. Name the ten elements that affect memory and learning as

Changed	Field	Current Version	Proposed Version
		1. Utilize learning strategies to accommodate the rewriting phase of diverse writing forms. 2. Distinguish these processing strategies for multiple revisions to present an appropriately structured paragraph 3. Appraise and experiment with compensatory strategies for students with specialized learning processes. 1. Apply memory principles to compensate for processing information for long-term application 2. Utilize assistive technology for writing including software for prewriting & proofreading 3. Determine writing techniques specific to how student processes information 4. Take part in collaborative concrete experiences	experienced in the "memory box" activity. 2. Name the different kinds of memory. 4. Demonstrate a variety of techniques used to improve study skills. 1. Apply the principles of time management. 2. Explain levels of learning for critical thinking and decision-making. 3. Choose effective and challenging goals. 4. Choose the appropriate memory principles to process specific information. 5. Examine methods for processing information from lectures and reading textbooks. 6. Make use of different test-taking strategies. 7. Experiment with reducing stress to improve concentration. 8. Synthesize learning by providing advice to fellow students through case studies. 9. Write learning logs that list weekly academic successes and challenges. 5. Plan a specific learning model to advocate for and accommodate special learning needs in other academic coursework. 1. Identify problems and use appropriate learning strategies to find solutions. 2. Apply one specific learning strategy for the next academic term. 3. Present an advocacy model to arrange class accommodations for the next academic term
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	**Banner Start Term (202122)**	202122	No Value
!	**Banner Division**	2DS	No Value
!	**Catalog Term (21-22)**	21-22	No Value
!	**5 Year Revision Year (2021)**	2020	No Value
!	**Effective Quarter**	Fall	No Value
!	**Effective Year (2021)**	2020	No Value
	Sort ID (00 < 10; 0 < 100)	L S 207	L S 207
	Course Status	Non-substantial	Non-substantial
!	**Course Status Code**	A	No Value
!	**Banner Department**	L S	No Value
!	**Course Level**	DU	No Value
!	**College Code**	DA	No Value
	Course Characteristics	Disability Support	Disability Support
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	**CTE Status**	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	**Emergency Approval**	No	No Value

Changed	Questions	Current Version	Proposed Version
❗	**Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)**	T	No Value
❗	**Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)**	A	No Value
❗	**Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)**	Four hours lecture (48 hours total per quarter).	No Value
❗	**Noncredit Enhanced Funding Indicator**	N	No Value
❗	**In Service Indicator**	N	No Value
❗	**Sports/Physical Education Course Indicator**	N	No Value
❗	**COA Code**	C	No Value
❗	**Fund Code**	122020	No Value
❗	**Organization Code**	227013	No Value
❗	**Account Code**	1320	No Value
❗	**Program Code**	493031	No Value
❗	**Percent**	100	No Value
	Curriculum Office Notes	• Tech. change appr. only - division code and/or department code/name changes appr. 6/20/2017 - mkct	• Tech. change appr. only - division code and/or department code/name changes appr. 6/20/2017 - mkct
❗	**Print/No Print to Catalog**	Yes	No Value

Blue Form

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value

Changed	Questions	Current Version	Proposed Version					
❗	**Stage 3: DEI**	No Value						
			Date	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			4/8/2026	Specifications	Examples of Primary Texts and References	Suggested	Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.	Yes

Changed	Questions	Current Version	Proposed Version					
			4/8/2026	Specifications	Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If not appropriate, let me know in the initiator response box.	Not Appropriate
	Stage 4: Articulation Officer	No Value	No Value					
	Stage 5: De Anza General Education	No Value	No Value					
	Stage 6: Content Review Matrix Liaison	No Value	No Value					
❗	**Stage 7: Dean of Online Learning**	No Value						
			Date	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			4/24/26	Basic Course Information	Proposed Details - Attachments	Required	Please complete and upload your Hybrid Course Delivery Request form as a pdf file.	Y
	Stage 8: SLO Coordinator	No Value	No Value					
	Stage 10: Curriculum Committee	No Value	No Value					

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	L SD207.
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Aug 31, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000519331

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	

De Anza College

Change Report

06/11/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval

Section	Changed field
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Comments	Stage 3: DEI
Comments	Stage 7: Dean of Online Learning
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.
Stand-Alone Statement	Stand-Alone Statement
UC Transferable and/or Lower-Division Major Requirement	Will the course fulfill a UC/CSU lower-division major requirement?

Section	Changed field
UC Transferable and/or Lower-Division Major Requirement	Will the course be UC transferable?

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• eLumenData, eLumenData	• Cathy Patel
	Course ID (CB01A and CB01B)	L SD211.	L SD211.
	Course Control Number	CCC000524691	CCC000524691
	Course Title (CB02)	Algebra Skills	Algebra Skills
	Short Course Title	ALGEBRA SKILLS	ALGEBRA SKILLS
	TOP Code (CB03)	1701.00	1701.00 Mathematics, General
	CIP Code	Mathematics, General	27.0101 Mathematics, General
	Department	L S - Learning Strategies	L S - Learning Strategies
❗	**Effective Term**	Fall 2021	Fall ~~2021~~ 2027
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
❗	**Course Description**	This is a transitional course for students with special learning needs. It is designed to improve skills in mathematics by addressing areas of difficulty common to students with disabilities in mathematics. The course also includes alternative learning strategies for mastering algebraic concepts.	This student-centered transitional course is designed to support you as you strengthen your foundational mathematics skills and prepare for college-level coursework. You'll engage with accessible, supportive instruction that addresses common challenges in learning math, helping you build understanding at your own pace. Through a variety of teaching approaches and learning strategies, the course encourages you to explore algebraic concepts in ways that make sense to you while building confidence, persistence, and a sense of success in mathematics.

Changed	Field	Current Version	Proposed Version
❗	**Course Type (CB27)**	No value	• Lower Division
❗	**Mode of Delivery**	• NA	• Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• Speech Language Pathology: Disabled Students Programs and Services
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - LEARNING DISABILITIES

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This is a stand-alone course. It is one of a group of courses designed to assist students with disabilities to build basic skills. It meets the provisions for a special class designation, Title 5 Section 56028. This course prepares students to enter the mainstream math course sequence.	This is a stand-alone course. It is one of a group of courses designed to assist students with disabilities to build basic skills. It meets the provisions for a special class designation, Title 5 Section 56028. This course prepares students to enter the mainstream math course sequence.

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly GUID D211.)	(Formerly GUID D211.)

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

CTE Course

Changed	Field	Current Version	Proposed Version
❗	**Is this a CTE (Career Technical Education) course?**	No value	No

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
❗	**Is this an honors/non-honors course?**	No value	No

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
❗	**Is this a mirrored credit/noncredit course?**	No value	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

Cross-listed Course

Changed	Field	Current Version	Proposed Version
❗	**Is this a cross-listed course?**	No value	No

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	This transitional course supports students in strengthening foundational mathematics skills as they prepare for college-level coursework. The course provides accessible instruction designed to address common challenges students may experience in learning mathematics. Emphasis is placed on developing understanding of algebraic concepts through multiple instructional approaches and supportive learning strategies that promote confidence, persistence, and success in mathematics for diverse learners.

Changed	Field	Current Version	Proposed Version
❗	**Please check all areas in the COR that address DEI.**	No value	• Basic Course Information - Course Description • Specifications - Assignments • Specifications - Examples of Primary Texts and References • Specifications - Methods of Instruction • Specifications - Methods of Evaluation • Outline - Course Outline

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is a basic skills course.	Course is a basic skills course.
	Course Prior To College Level	Two levels below transfer,	Two levels below transfer,
	Course Special Class Status (CB13)	Course is designated as an "approved special class" for students with disabilities.	Course is designated as an "approved special class" for students with disabilities.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	99	99
	Grade Options	• Pass/No Pass	• Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	(Repeatable as needed to meet the Student Educational Contract (Title 5, section 56029).)	(Repeatable as needed to meet the Student Educational Contract (Title 5, section 56029).)

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	This course has been identified as a stand-alone course, which means that it is not listed on any GE pattern and/or a certificate and degree program. Please address the following to complete this area: 1. An explanation as to why this course does not fit into a certificate/degree or GE; 2. The purpose of this course; 3. Who your audience will be.	~~This course has been identified as a stand-alone course, which means that it is not listed on any GE pattern and/or a certificate and degree program. Please address the following to complete this area: 1. An explanation as to why this course does not fit into a certificate/degree or GE; 2. The purpose of this course; 3. Who your audience will be.~~

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	
❗	**Will the course fulfill a UC/CSU lower-division major requirement?**	No value	No
	If yes, identify the UC/CSU campus, course and major.	No value	
❗	**Will the course be UC transferable?**	No value	No

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	No value	No value

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Not transferable	Not transferable
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Not transferable	Not transferable
	GE Information	No value	No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	4	4
	Lecture Hours - Out of Class	8	8
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144

Changed	Field	Current Version	Proposed Version
	Lecture Hours - Course In-Class (Contact) per Term	48	48
	Lecture Hours - Course Out-of-Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	48	48
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4	4
	Total Credit Units - Maximum Credit Units	4	4

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Not Degree Applicable	Credit - Not Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0

Changed	Field	Current Version	Proposed Version
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects Collaborative learning and small group exercises	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Instructional activities include inclusive class discussions and guided problem-solving that encourage participation and the sharing of multiple perspectives. Quiz and examination reviews are conducted collaboratively in class to support reflection, peer learning, and clarification of concepts. Homework assignments and extended projects provide opportunities for practice and application using a variety of learning strategies. Collaborative learning and small-group activities foster an inclusive environment where students can engage with one another, support different learning styles, and build confidence in mathematical problem solving.

Changed	Field	Current Version	Proposed Version
❗	**Assignments**	1. Reading daily objectives in the text 2. Daily problem solving exercises from the text 3. Specialized vocabulary list 4. List of memory techniques	1. Students will engage with clearly stated learning objectives in course materials to support transparency and goal setting. 2. Daily problem-solving activities provide opportunities for guided practice using multiple strategies and approaches to mathematical thinking. 3. Key vocabulary will be introduced and reinforced to support comprehension and academic language development. 4. Students will also explore a range of learning and memory strategies designed to support diverse learning styles and strengthen understanding and retention of course concepts.

Changed	Field	Current Version	Proposed Version
❗	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation** 1. A pretest and post-test to evaluate the progress made during the quarter 2. Quizzes evaluating problems solving skills and vocabulary 3. Midterm and final to evaluate long term retention of calculating skills and concepts 4. Demonstrate use of a memory techniques graded by group interactions according to rubric	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation** 1. Assessment methods include diagnostic and reflective evaluations at the beginning and end of the term to help measure student growth and inform instructional support. 2. Quizzes assess the development of problem-solving skills and understanding of key mathematical vocabulary. 3. Midterm and final assessments evaluate students' progress in applying calculation skills and mathematical concepts over time. 4. Students will also demonstrate learning and memory strategies through collaborative activities, with evaluation based on clearly defined rubrics that support equitable and transparent assessment practices.

Changed	Field	Current Version	Proposed Version
❗	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • Calculator appropriate to accommodate the student's disability **Essential College Facilities:** • None.	**Essential Student Materials:** • Calculator appropriate to accommodate the student's disability **Essential College Facilities:** • None
❗	**Examples of Primary Texts and References**	**Title** No value **Author** Aufmann, Richard N., Barker, Vernon C., Lockwood, Joanne S. "Introductory Algebra: An Applied Approach". 8th ed., Boston/New York: Houghton Mifflin Company, 2011. (Lockwood, J.S., 9th ed., 2014, Cengage) **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** Prealgebra & Introductory Algebra **Author** Julie Miller, Molly O'Neill, Nancy Hyde **Publisher** McGraw Hill Education **Date/Edition** 2025 **ISBN** ISBN-10: 1264612923 **Title** Algebra 1 — OpenStax (2025) **Author** Lynn Marecek, MaryAnne Anthony-Smith, Andrea Honeycutt Mathis, Jay Abramson, Sharon North, Amy Baldwin & Alyssa Howell **Publisher** OpenStax **Date/Edition** June 4, 2025 **ISBN** No value

Changed	Field	Current Version	Proposed Version
	Suggested Reading List	**Reading List**: Derbyshire, John. "Unknown Quantity, A Real and Imaginary History of Algebra". First Plume Printing, June 2007. **May include, but are not limited to**: No value	**Reading List**: Derbyshire, John. "Unknown Quantity, A Real and Imaginary History of Algebra". First Plume Printing, June 2007. **May include, but are not limited to**: No value
		Reading List: Immergut, Brita. "Master Math: Solving Word Problems". Franklin Lakes, NJ.: Career Press, 2009. **May include, but are not limited to**: No value	**Reading List**: Immergut, Brita. "Master Math: Solving Word Problems". Franklin Lakes, NJ.: Career Press, 2009. **May include, but are not limited to**: No value
		Reading List: Johnson, Mildred & Johnson, Tim. "How To Solve Word Problems in Algebra". 2nd ed., New York: McGraw-Hill, 2000. **May include, but are not limited to**: No value	**Reading List**: Johnson, Mildred & Johnson, Tim. "How To Solve Word Problems in Algebra". 2nd ed., New York: McGraw-Hill, 2000. **May include, but are not limited to**: No value
		Reading List: Mooney, Jonathan, & Cole, David. "Learning Outside the Lines". New York: Simon & Schuster, 2000.	**Reading List**: Mooney, Jonathan, & Cole, David. "Learning Outside the Lines". New York: Simon & Schuster, 2000.

Changed	Field	Current Version	Proposed Version
		May include, but are not limited to No value	**May include, but are not limited to** No value
		Reading List Nolting, Paul D. "Math Study Skills Workbook, Your Guide to Reducing Test Anxiety and Improving Study Strategies". Boston/New York: Houghton Mifflin Company, 2003.	**Reading List** Nolting, Paul D. "Math Study Skills Workbook, Your Guide to Reducing Test Anxiety and Improving Study Strategies". Boston/New York: Houghton Mifflin Company, 2003.
		May include, but are not limited to No value	**May include, but are not limited to** No value
		Reading List Stephens, Larry Ph. D. "Algebra for the Utterly Confused". New York: McGraw-Hill, 2000.	**Reading List** Stephens, Larry Ph. D. "Algebra for the Utterly Confused". New York: McGraw-Hill, 2000.
		May include, but are not limited to No value	**May include, but are not limited to** No value
		Reading List Wolf, Pat. "Student Successes with Thinking Maps". Thousand Oaks, CA.: Corwin Press, 2004.	**Reading List** Wolf, Pat. "Student Successes with Thinking Maps". Thousand Oaks, CA.: Corwin Press, 2004.
		May include, but are not limited to No value	**May include, but are not limited to** No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Experiment with real numbers and their application in mathematical equations • Experiment with the idea of a variable as an "unknown" quantity and apply in problems • Interpret and solve basic algebraic equations • Translate verbal expressions to mathematical symbols • Identify and apply the vocabulary and symbols used in mathematics • Apply learning styles to improve short term memory • Examine the contributions of different cultures to the development of mathematics	• Experiment with real numbers and their application in mathematical equations • Experiment with the idea of a variable as an "unknown" quantity and apply in problems • Interpret and solve basic algebraic equations • Translate verbal expressions to mathematical symbols • Identify and apply the vocabulary and symbols used in mathematics • Apply learning styles to improve short term memory • Examine the contributions of different cultures to the development of mathematics
	CSLOs	**CSLOs** Utilize the applications of the real number system. **Expected SLO Performance** 0.0	**CSLOs** Utilize the applications of the real number system. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
❗	**Course Content**	1. Experiment with real numbers and their application in mathematical equations 1. Compare different methods of looking at integers using real life experiences 2. Apply the rules for adding and subtracting signed numbers 3. Apply the rules for multiplying and dividing signed numbers 4. Evaluate and apply exponents and the Order of Operations Agreement 5. Utilize simple scientific applications; e.g., altitude and temperature 2. Experiment with the idea of a variable as an "unknown" quantity and apply in problems 1. Translate the definition of an "unknown" into practical applications 2. Evaluate an expression by substitution of a numerical value into a variable 3. Simplify a variable expression using the properties of addition 4. Simplify a variable expression using the properties of multiplication 3. Interpret and solve basic algebraic equations 1. Evaluate whether or not a given number is a solution to a variable equation 2. Analyze the concept of balancing equations 3. Interpret and solve a simple equation in the form of x + a = b 4. Interpret and solve a simple equation in the form of ax = b 5. Solve application problems using the basic percent equation PB = A 6. Interpret and solve an equation in the form of ax + b = c 7. Interpret and solve an equation of the form ax + b =	Explore real numbers and their application in mathematical equations through varied contexts and real-world examples. • Compare multiple approaches to understanding integers using everyday experiences and practical scenarios. • Apply the rules for adding, subtracting, multiplying, and dividing signed numbers using strategies that accommodate diverse learning styles. • Evaluate and apply exponents and the Order of Operations to solve problems with clarity and accuracy. • Investigate simple scientific applications of mathematics, such as altitude, temperature, and measurement in real contexts. • Understand the concept of a variable as an “unknown” and apply this understanding to problem-solving in inclusive, real-life contexts. • Translate the definition of an “unknown” into practical, everyday applications. • Evaluate expressions by substituting numerical values into variables and simplify expressions using the properties of addition and multiplication. • Interpret and solve basic algebraic equations and assess whether given numbers satisfy variable equations. • Analyze the concept of balancing equations and solve simple equations in forms such as x + a = b, ax = b, ax + b = c, and ax + b = cx + d. • Solve application problems using percentages and explore how algebraic equations appear in everyday life (e.g., shopping, finances, recipes). • Translate verbal expressions into mathematical symbols and assign variables to unknown quantities, constructing mathematical sentences from contextual information.

Changed	Field	Current Version	Proposed Version
		cx + d 8. Examine how we use variable equations in our everyday life, i.e. sale prices, auto loans, recipes, etc. 4. Translate verbal expressions to mathematical symbols 1. Identify the verbal phrases that are significant and translate these into the appropriate mathematical symbols 2. Identify the function intended in the translation 3. Identify and assign a variable to one of the unknown quantities (and rewrite this variable into a mathematical sentence) 4. Interpret the verbal phrases into a mathematical or variable expression 5. Translate sentences or word problems into equations 6. Examine the idea of consecutive integers as well as odd and even in relation to algebraic expressions and apply the concept 5. Identify and apply the vocabulary and symbols used in mathematics 1. Construct and manipulate numerical values on a number line 2. Identify and apply the symbols < and > 3. Identify and evaluate problems using absolute value 4. Translate the terminology used in the application of mathematical concepts 6. Apply learning styles to improve short term memory 1. Identify strategies for visual learners 2. Identify strategies for auditory learners 3. Identify strategies for accommodating deficits in attention and concentration	• Examine patterns involving consecutive, odd, and even integers and apply these concepts to algebraic expressions. • Identify and apply mathematical vocabulary, symbols, and notation, including <, >, and absolute value, to enhance understanding and communication of mathematical ideas. • Apply strategies aligned with diverse learning styles to strengthen short-term memory and problem-solving: ◦ Visual strategies for learners who benefit from diagrams, charts, and visual models. ◦ Auditory strategies for learners who benefit from discussion, verbal explanation, and repetition. ◦ Tactile strategies for learners who benefit from hands-on practice and interactive activities. ◦ Attention and concentration strategies to support students with varied cognitive and learning needs. • Explore the historical and cultural contributions to mathematics, highlighting diverse civilizations and perspectives: ◦ Origins of symbols, the number “0,” and the use of “x” as a variable from multiple cultural contexts. ◦ Contributions of Chinese mathematicians and their influence on early mathematics. ◦ Babylonian and Egyptian contributions to arithmetic symbols and written numerals. ◦ Developments in mathematical theory during the European Renaissance.

Changed	Field	Current Version	Proposed Version
		4. Identify strategies for tactile learners 7. Examine the contributions of different cultures to the development of mathematics 1. Explain the origins and history of math from different parts of the world; e.g., the symbols < >, the number "0", and the use of "x" as a variable 2. Relate the influence of Chinese mathematicians on the origins of mathematics 3. Summarize the contributions of the Babylonian Empire and the Egyptian dynasties to arithmetical symbols and Arabic script 4. Relate the developments in mathematical theory during the European Renaissance	
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	**Banner Start Term (202122)**	202122	No Value
!	**Banner Division**	2DS	No Value
!	**Catalog Term (21-22)**	21-22	No Value
!	**5 Year Revision Year (2021)**	2020	No Value
!	**Effective Quarter**	Fall	No Value
!	**Effective Year (2021)**	2020	No Value
	Sort ID (00 < 10; 0 < 100)	L S 211	L S 211
	Course Status	Non-substantial	Non-substantial
!	**Course Status Code**	A	No Value
!	**Banner Department**	L S	No Value
!	**Course Level**	DU	No Value
!	**College Code**	DA	No Value
	Course Characteristics	Disability Support	Disability Support

Changed	Questions	Current Version	Proposed Version
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
❗	**CTE Status**	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
❗	**Emergency Approval**	No	No Value
❗	**Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)**	T	No Value
❗	**Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)**	A	No Value

Changed	Questions	Current Version	Proposed Version
❗	**Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)**	Four hours lecture (48 hours total per quarter).	No Value
❗	**Noncredit Enhanced Funding Indicator**	N	No Value
❗	**In Service Indicator**	N	No Value
❗	**Sports/Physical Education Course Indicator**	N	No Value
❗	**COA Code**	C	No Value
❗	**Fund Code**	122020	No Value
❗	**Organization Code**	227013	No Value
❗	**Account Code**	1320	No Value
❗	**Program Code**	493031	No Value
❗	**Percent**	100	No Value
	Curriculum Office Notes	• Tech. change appr. only - division code and/or department code/name changes appr. 6/20/2017 - mkct	• Tech. change appr. only - division code and/or department code/name changes appr. 6/20/2017 - mkct
❗	**Print/No Print to Catalog**	Yes	No Value

Blue Form

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value

Changed	Questions	Current Version	Proposed Version					
!	**Stage 3: DEI**	No Value						
			Date	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			4/8/2026	Basic Course Information	Course Description	Suggested	Consider minor revisions to use welcoming, student-centered language and minimize the use of impersonal, course-centered language.	Yes
			4/8/2026	Specifications	Examples of Primary Texts and References	Suggested	Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.	Yes

Changed	Questions	Current Version	Proposed Version		
				Thanks for the details surrounding these assignments. The format of these assignments is not 100% clear. Consider revisions to clarify (for example: what type of assignments come with key vocabulary and learning/memory concepts). Also, do any of these assignments do one or more of the following: (1) Provides choices in how students demonstrate proficiency; (2) Encourage students to connect course content to their own life, background, and experiences; (3) Provide the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider noting this for the relevant assignment. If not appropriate, let me know in the Initiator response box.	
			4/8/2026 SpecificationsAssignmentsSuggested		Not appropriate

Changed	Questions	Current Version	Proposed Version				
			4/8/2026	Specifications	Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If not appropriate, let me know in the initiator response box.	Not Appropriate

Changed	Questions	Current Version	Proposed Version				
						Consider minor revisions to provide space to reflect on diverse perspectives and/or experiences, inequities, racism, or other barriers to inclusion specific to the course subject if appropriate. I believe this is reflected here: "Compare multiple	
			4/8/2026 Outline	Course Outline	Suggested	approaches to understanding integers using everyday experiences and practical scenarios; Apply the rules for adding, subtracting, multiplying, and dividing signed numbers using strategies that accommodate diverse learning styles." If yes, let me know in the initiator response box.	Yes
	Stage 4: Articulation Officer	No Value	No Value				
	Stage 5: De Anza General Education	No Value	No Value				
	Stage 6: Content Review Matrix Liaison	No Value	No Value				

Changed	Questions	Current Version	Proposed Version					
❗	**Stage 7: Dean of Online Learning**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			4/24/26	Basic Course Information	Proposed Details - Attachments	Required	Please complete and upload your Hybrid Course Delivery Request form as a pdf file.	Y
	Stage 8: SLO Coordinator	No Value	No Value					
	Stage 10: Curriculum Committee	No Value	No Value					

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	L SD211.
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Aug 31, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM

Changed	Field	Current Version
	Course Control Number	CCC000524691

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	