De Anza College

Course Outline of Record Report

06/05/2026

DMTD107. : CAD Technology Laboratory Creo Parametric (Surfaces)

General Information

Faculty Initiator:	• Mike Appio
Course ID (CB01A and CB01B) :	DMTD107.
Short Course Title:	CAD TECH LAB CREO PARA (SURF)
Course Title (CB02) :	CAD Technology Laboratory Creo Parametric (Surfaces)
Department:	DMT - Design and Mfg. Tech.
Effective Term:	Fall 2027
TOP Code (CB03) :	(0953.00) Drafting Technology
CIP Code:	(15.1301) Drafting and Design Technology/Technician, General
SAM Priority Code (CB09) :	C - Clearly Occupational
Distance Education Approved:	No
Course Control Number:	CCC000544386
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	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) :	• Lower Division
Mode of Delivery:	• In person ONLY
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	• Manufacturing Technology (Quality control, process control)
Discipline 2:	No value
Discipline 3:	No value
FSA:	• FHDA FSA - MACHINE TOOL TECH

Formerly Statement

Formerly Statement

(Formerly CDI D107Z.)

Course Justification

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.

Stand-Alone Statement

Stand-Alone Statement

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.

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

Yes

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review

Please check all areas in the COR that address DEI.

- [ ] Basic Course Information - Course Description
- [ ] Specifications - Assignments
- [x] 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.

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.

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

☐ Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

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

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	2
Maximum Credit Units	2
Total Course In-Class (Contact) Hours	72
Total Course Out-of-Class Hours	0
Total Student Learning Hours	72

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	0	0
Laboratory Hours	6	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	0
Laboratory	72
NA	0
Total	72
Course Out-of-Class Hours	
Lecture	0
Laboratory	0
NA	0
Total	0

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

Methods of Instruction

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

Assignments

A. 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

B. 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).

Methods of Evaluation	**Methods of Evaluation**
Methods of Evaluation	A. Successful completion of computer aided design (CAD) assignments with output verifying modeling correctness and precision; use of structured design intent principles, and documentation. B. 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. C. 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.

Essential Student Materials/Essential College Facilities

Essential Student Materials:
- None

Essential College Facilities:
- CAD laboratory

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
No Value	No Value	No Value	No Value	No Value

Suggested Reading List

No Value

Learning Outcomes

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).

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

Outline

Course Outline

A. 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.
B. 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.

Blue Form

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

1. Is the unit(s) change required for articulation?

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

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

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

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

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

No Value

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

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

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

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

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

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

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

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

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

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

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

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

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

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

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

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

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

H-Matrix Form

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

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

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

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

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

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

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.)

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

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

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

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

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

Comments

Stage 2: Department Chair

No Value

Stage 3: DEI

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
4/23/2026	Specifications	Assignments	Suggested	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.	N/A
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
4/23/2026	Outline	Course Outline	Suggested	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.	N/A

Stage 4: Articulation Officer

No Value

Stage 5: De Anza General Education

No Value

Stage 6: Content Review Matrix Liaison

No Value

Stage 7: Dean of Online Learning

No Value

Stage 8: SLO Coordinator

No Value

Stage 10: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

DMT 107

Course Status

Non-substantial

Course Characteristics

- CTE

Cross-Listed/Related Course Information

- NA

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

- (mc-changed 5-yr rev yr from 2018 to 2020 per redistribution)

De Anza College

Course Outline of Record Report

06/05/2026

DMTD108. : CAD Technology Laboratory SolidWorks (Surfaces)

General Information

Faculty Initiator:	• Mike Appio
Course ID (CB01A and CB01B) :	DMTD108.
Short Course Title:	CAD TECH LAB SOLIDWRKS (SURF)
Course Title (CB02) :	CAD Technology Laboratory SolidWorks (Surfaces)
Department:	DMT - Design and Mfg. Tech.
Effective Term:	Fall 2027
TOP Code (CB03) :	(0953.00) Drafting Technology
CIP Code:	(15.1301) Drafting and Design Technology/Technician, General
SAM Priority Code (CB09) :	C - Clearly Occupational
Distance Education Approved:	No
Course Control Number:	CCC000544390
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	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) :	• Lower Division
Mode of Delivery:	• In person ONLY
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	• Manufacturing Technology (Quality control, process control)
Discipline 2:	No value
Discipline 3:	No value
FSA:	• FHDA FSA - MACHINE TOOL TECH

Formerly Statement

Formerly Statement

(Formerly CDI D108Z.)

Course Justification

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.

Stand-Alone Statement

Stand-Alone Statement

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.

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

Yes

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review

Please check all areas in the COR that address DEI.

- [ ] Basic Course Information - Course Description
- [ ] Specifications - Assignments
- [x] 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.

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.

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

☐ Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

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

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	2
Maximum Credit Units	2
Total Course In-Class (Contact) Hours	72
Total Course Out-of-Class Hours	0
Total Student Learning Hours	72

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	0	0
Laboratory Hours	6	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	0
Laboratory	72
NA	0
Total	72
Course Out-of-Class Hours	
Lecture	0
Laboratory	0
NA	0
Total	0

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

Methods of Instruction

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

A. Reading from reference material
B. Surface Exercises using application software.
    1. Computer based training (CBT) modules
    2. Projects assigned for the lesson

Methods of Evaluation	**Methods of Evaluation**
Methods of Evaluation	A. Successful completion of computer aided design (CAD) assignments with output verifying modeling correctness and precision; use of structured design intent principles, and documentation. B. 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. C. 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.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- CAD laboratory

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN

No Value	No Value	No Value	No Value	No Value

Suggested Reading List

No Value

Learning Outcomes

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.

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

Outline

Course Outline

A. 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.

B. 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.

Blue Form

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

1. Is the unit(s) change required for articulation?

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

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

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

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

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

No Value

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

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

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

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

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

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

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

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

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

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

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

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

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

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

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

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

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

H-Matrix Form

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

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

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

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

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

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

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.)

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

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

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

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

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

Comments

Stage 2: Department Chair

No Value

Stage 3: DEI

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
4/23/2026	Specifications	Assignments	Suggested	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.	N/A
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
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

Stage 5: De Anza General Education

No Value

Stage 6: Content Review Matrix Liaison

No Value

Stage 7: Dean of Online Learning

No Value

Stage 8: SLO Coordinator

No Value

Stage 10: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

DMT 108

Course Status

Non-substantial

Course Characteristics

- CTE

Cross-Listed/Related Course Information

- NA

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

- (mc-changed 5-yr rev yr from 2018 to 2020 per redistribution)

De Anza College

Course Outline of Record Report

06/05/2026

DMTD109. : CAD Technology Laboratory Creo Parametric (Sheetmetal)

General Information

Faculty Initiator:	• Mike Appio
Course ID (CB01A and CB01B) :	DMTD109.
Short Course Title:	CAD TECH LAB CREO (SHTMETAL)
Course Title (CB02) :	CAD Technology Laboratory Creo Parametric (Sheetmetal)
Department:	DMT - Design and Mfg. Tech.
Effective Term:	Fall 2027
TOP Code (CB03) :	(0953.00) Drafting Technology
CIP Code:	(15.1301) Drafting and Design Technology/Technician, General
SAM Priority Code (CB09) :	C - Clearly Occupational
Distance Education Approved:	No
Course Control Number:	CCC000544394
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	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) :	• Lower Division
Mode of Delivery:	• In person ONLY
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	• Manufacturing Technology (Quality control, process control)
Discipline 2:	No value
Discipline 3:	No value
FSA:	• FHDA FSA - MACHINE TOOL TECH

Formerly Statement

Formerly Statement

(Formerly CDI D109Z.)

Course Justification

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.

Stand-Alone Statement

Stand-Alone Statement

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.

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

Yes

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review

Please check all areas in the COR that address DEI.

- [ ] Basic Course Information - Course Description
- [ ] Specifications - Assignments
- [x] 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.

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.

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

☐ Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

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

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	2
Maximum Credit Units	2
Total Course In-Class (Contact) Hours	72
Total Course Out-of-Class Hours	0
Total Student Learning Hours	72

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	0	0
Laboratory Hours	6	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	0
Laboratory	72
NA	0
Total	72
Course Out-of-Class Hours	
Lecture	0
Laboratory	0
NA	0
Total	0

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

Methods of Instruction

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

A. Reading from reference material
B. Drawing/Exercises using application software.
    1. Computer based training (CBT) modules
    2. Projects assigned for the lesson

Methods of Evaluation	**Methods of Evaluation**
Methods of Evaluation	A. Successful completion of computer aided design (CAD) assignments with output verifying modeling correctness and precision; use of structured design intent principles, and documentation. B. 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. C. 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.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- CAD laboratory

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN

No Value	No Value	No Value	No Value	No Value

Suggested Reading List

No Value

Learning Outcomes

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.

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

Outline

Course Outline

A. 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.
B. 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.

Blue Form

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

1. Is the unit(s) change required for articulation?

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

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

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

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

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

No Value

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

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

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

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

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

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

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

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

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

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

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

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

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

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

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

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

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

H-Matrix Form

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

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

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

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

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

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

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.)

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

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

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

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

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

Comments

Stage 2: Department Chair

No Value

Stage 3: DEI

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
4/23/2026	Specifications	Assignments	Suggested	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.	N/A
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
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

Stage 5: De Anza General Education

No Value

Stage 6: Content Review Matrix Liaison

No Value

Stage 7: Dean of Online Learning

No Value

Stage 8: SLO Coordinator

No Value

Stage 10: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

DMT 109

Course Status

Non-substantial

Course Characteristics

- CTE

Cross-Listed/Related Course Information

- NA

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

- (mc-changed 5-yr rev yr from 2018 to 2020 per redistribution)

De Anza College

Course Outline of Record Report

06/05/2026

DMTD110. : CAD Technology Laboratory Geometric Dimensioning and Tolerancing

General Information

Faculty Initiator:	• Mike Appio
Course ID (CB01A and CB01B) :	DMTD110.
Short Course Title:	CAD TECH LAB GEOMET DIMENSION
Course Title (CB02) :	CAD Technology Laboratory Geometric Dimensioning and Tolerancing
Department:	DMT - Design and Mfg. Tech.
Effective Term:	Fall 2027
TOP Code (CB03) :	(0953.00) Drafting Technology
CIP Code:	(15.1301) Drafting and Design Technology/Technician, General
SAM Priority Code (CB09) :	C - Clearly Occupational
Distance Education Approved:	No
Course Control Number:	CCC000544398
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	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) :	• Lower Division
Mode of Delivery:	• In person ONLY
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	• Manufacturing Technology (Quality control, process control)
Discipline 2:	No value
Discipline 3:	No value
FSA:	• FHDA FSA - MACHINE TOOL TECH

Formerly Statement

Formerly Statement

(Formerly CDI D110Z.)

Course Justification

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.

Stand-Alone Statement

Stand-Alone Statement

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.

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

Yes

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review

Please check all areas in the COR that address DEI.

- [ ] Basic Course Information - Course Description
- [ ] Specifications - Assignments
- [x] 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.

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.

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

☐ Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

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

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	2
Maximum Credit Units	2
Total Course In-Class (Contact) Hours	72
Total Course Out-of-Class Hours	0
Total Student Learning Hours	72

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	0	0
Laboratory Hours	6	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	0
Laboratory	72
NA	0
Total	72
Course Out-of-Class Hours	
Lecture	0
Laboratory	0
NA	0
Total	0

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

Methods of Instruction

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

A. Reading from reference material
B. Drawing/Exercises using application software.
    1. Computer based training (CBT) modules.
    2. Projects assigned for the lesson.

Methods of Evaluation	**Methods of Evaluation**
Methods of Evaluation	A. Successful completion of computer aided design assignments with output verifying modeling correctness and precision; use of structured design intent principles, and documentation. B. 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. C. 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.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- CAD laboratory

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN

No Value	No Value	No Value	No Value	No Value

Suggested Reading List

No Value

Learning Outcomes

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.

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

Outline

Course Outline

A. 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.
B. 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.

Blue Form

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

1. Is the unit(s) change required for articulation?

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

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

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

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

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

No Value

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

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

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

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

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

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

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

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

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

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

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

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

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

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

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

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

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

H-Matrix Form

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

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

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

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

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

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

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.)

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

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

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

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

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

Comments

Stage 2: Department Chair

No Value

Stage 3: DEI

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
4/23/2026	Specifications	Assignments	Suggested	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.	N/A
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
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

Stage 5: De Anza General Education

No Value

Stage 6: Content Review Matrix Liaison

No Value

Stage 7: Dean of Online Learning

No Value

Stage 8: SLO Coordinator

No Value

Stage 10: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

DMT 110

Course Status

Non-substantial

Course Characteristics

- CTE

Cross-Listed/Related Course Information

- NA

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

- (mc-changed 5-yr rev yr from 2018 to 2020 per redistribution)

De Anza College

Course Outline of Record Report

06/08/2026

EDUCD001. : Introduction to Elementary Education in a Diverse Society

General Information

Faculty Initiator:	• Nellie Vargas
Attachments:	Hybrid_EDUC_1_2027F.pdf Online_EDUC_1_2027F.pdf
Course ID (CB01A and CB01B) :	EDUCD001.
Short Course Title:	ELEM EDUC IN DIVRS SOCIETY
Course Title (CB02) :	Introduction to Elementary Education in a Diverse Society
Department:	EDUC - Education
Effective Term:	Fall 2027
TOP Code (CB03) :	(0801.00) Education, General (Pre-Professional) (Transfer)
CIP Code:	(13.0101) Education, General
SAM Priority Code (CB09) :	E - Non-Occupational
Distance Education Approved:	Yes
Course Control Number:	CCC000069235
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	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
Mode of Delivery:	• Online • Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	• Child Development/Early Childhood Education
Discipline 2:	• Education
Discipline 3:	No value
FSA:	• FHDA FSA - CHILD DEVELOPMENT

Formerly Statement

Formerly Statement

No Value

Course Justification

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.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review

Please check all areas in the COR that address DEI.

- [x] Basic Course Information - Course Description
- [x] Specifications - Assignments
- [x] Specifications - Examples of Primary Texts and References
- [x] Specifications - Methods of Instruction
- [x] Specifications - Methods of Evaluation
- [x] Outline - Course Outline

Please summarize the ways in which your course includes DEI.

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.

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

Course Prior To College Level

Repeatability Statement

0	Not applicable.	No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

☑ Course is part of a program

Associated Program	Award Type	Active
Child Development	Certificate of Achievement-Advanced (COA-A)	Fall 2022
Child Development	Associate in Arts (A.A.) Degree	Fall 2025
Child and Adolescent Development for Transfer (In Development)	Associate in Arts for Transfer (A.A.-T.) Degree	Fall 2026
Liberal Arts (Social and Behavioral Sciences Emphasis)	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
Liberal Arts (Social and Behavioral Sciences Emphasis)	Associate in Arts (A.A.) Degree	Fall 2026

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Transferable to both UC and CSU

Transferability Status

Approved

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

Yes

If yes, identify the lower-division UC course and campus.

No Value

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	3
Maximum Credit Units	3
Total Course In-Class (Contact) Hours	60
Total Course Out-of-Class Hours	48
Total Student Learning Hours	108

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	2	4
Laboratory Hours	3	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	24
Laboratory	36
NA	0
Total	60
Course Out-of-Class Hours	
Lecture	48
Laboratory	0
NA	0
Total	48

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

Methods of Instruction

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

Assignments

A. Assigned reading from the text, as well as readings from articles and open educational resources.
B. Reflective writing on observations witnessed in the classroom including the identification of biases
C. Video analysis on a film portraying an outstanding teacher
D. Student placement in the elementary classroom as teacher's aides
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
F. Student Case study to practice data gathering strategies and to understand the diversity in today’s classrooms

Methods of Evaluation	**Methods of Evaluation**
Methods of Evaluation	A. Peer-to-peer discussion and written reflection that demonstrate understanding of assigned reading material B. Exams to evaluate comprehension and mastery of key terms and concepts as well as application skills related to elementary education C. Film and/or video analysis to comprehend course content in particular the characteristics of effective teachers. D. Weekly timesheets to demonstrate the completion of the hours requirement and daily journaling on the experience. E. Final exam, project or paper to demonstrate an understanding of today’s classrooms and to analyze the student's experience. F. 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.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- None

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Kauchak, Don & Eggen, Paul	Introduction to Teaching Becoming a Professional.	Pearson, Inc.	(2018) 6th edition	978-0135269350

Suggested Reading List

No Value

Learning Outcomes

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.

CSLOs

Demonstrate an understanding of Howard Gardner's Multiple Intelligences in the elementary classroom. Expected SLO Performance: 0.0

Identify and explain the responsibilities and professional commitments expected of an elementary classroom teacher. Expected SLO Performance: 0.0

Outline

Course Outline

A. 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

B. Articulate basic purposes of schooling and trace the history of their development
   1. The history public education
      a. Governance
      b. Financing public schools
   2. Historical education periods
      a. The colonial period including the New England Colonies (Old Deluder Act), Middle Colonies (religion), and Southern Colonies (slavery
      b. Dame schools held in colonial homes which utilized horn books, and the first printed books in the United States
      c. Post Revolution American education and the rise of Nationalism which began around the 17th century
      d. Common Schools and the emergence of John Dewey and Pragmatics in the nineteenth century
      e. The assimilation of Native Americans, Irish Catholic Americans, Latino/a Americans, Asian American & Pacific Islanders, and African Americans into the American school system
      f. 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

C. 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)

D. 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

E. 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

2. Current educational initiatives
3. Importance of cultural values and students stories

F. 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

G. 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

H. Demonstrate skill in implementing established protocols for visiting schools and classrooms
1. School and classroom protocols
a. Visiting the school
b. Entering the classroom
2. Observation protocols
a. Ethics in conducting an observation
b. Methods for conducting and reporting observations

I. 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 Outline

A. Observation of elementary school teacher-roles and responsibilities in action
B. Assist teacher with individual and small groups of students
C. Learning to evaluate student's classroom work
D. Reviewing protocols for visiting and observing in school setting
E. Considering ethics when conducting and recording classroom observations
F. Observing and recording elements of the classroom environment
G. Focusing on culturally relevant curriculum -language arts, mathematics, science, social studies, arts
H. Observing teaching strategies and engaging students in learning
I. Classroom-based assessments
J. Classroom demographics and meeting the individual needs of students
K. Understanding and working with students of diverse abilities and the laws that protect them
L. The Individualized Education Plan (IEP) and teachers' responsibilities
M. The teacher's role in connecting and collaborating with community resources to support students and their families
N. Teacher preparation focus on social justice and equity: Black and Latino/Latina students

Blue Form

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

1. Is the unit(s) change required for articulation?

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

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

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

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

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

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.

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

No Value

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

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

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

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.

Objective 2: Develop analytical ideas and topics for essays.

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.

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.

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.

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.

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.

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

Objective 9: Demonstrate appropriate grammar usage and mechanics.

Assignments B: Reflective writing on observations witnessed in the classroom including the identification of biases.

C-Matrix Form

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

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

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

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

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

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

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

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

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

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

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

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

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

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

H-Matrix Form

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

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

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

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

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

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

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.)

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

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

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

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

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

Comments

Stage 2: Department Chair

No Value

Stage 3: DEI

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"

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.
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.

Stage 4: Articulation Officer

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

Stage 6: Content Review Matrix Liaison

No Value

Stage 7: Dean of Online Learning

No Value

Stage 8: SLO Coordinator

No Value

Stage 10: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

EDUC 001

Course Status

Non-substantial

Course Characteristics

- NA

Cross-Listed/Related Course Information

- NA

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

- Requisite change appr. 1/17/23 (effect. F23).-cc
- CCN requisite changes appr. 9/23/24 (effect. F25). -sw

De Anza College

Course Outline of Record Report

09/15/2026

ELITD008. : Children's Literature

General Information

Faculty Initiator:	• Alex Giardino
Attachments:	Hybrid_ELIT_8_2027F.pdf Online_ELIT_8_2027F.pdf
Course ID (CB01A and CB01B) :	ELITD008.
Short Course Title:	CHILDREN'S LITERATURE
Course Title (CB02) :	Children's Literature
Department:	ELIT - English Literature
Effective Term:	Fall 2027
TOP Code (CB03) :	(1503.00) Comparative Literature
CIP Code:	(16.0104) Comparative Literature
SAM Priority Code (CB09) :	E - Non-Occupational
Distance Education Approved:	Yes
Course Control Number:	CCC000216628
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	This course welcomes students into the wondrous, complex, rich world of children's literature. Students engage with a wide range of traditions, styles, and approaches to storytelling for children. This course covers pre-elementary through young adult texts, across genres from poetry, picture books, folk tales, myths, fiction, fantasy, to nonfiction. Students encounter voices from a variety of cultures, ethnicities, and historical periods. The course also instructs students in approaches to evaluation of the literary quality and the cultural and historical meaning of individual works. The course further includes the study of the use of children's literature as an educational tool both in the classroom and outside of it.
Course Type (CB27) :	• Lower Division
Mode of Delivery:	• Online • Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	• English
Discipline 2:	No value
Discipline 3:	No value
FSA:	• FHDA FSA - ENGLISH

Formerly Statement

Formerly Statement

(Formerly ELIT D058.)

Course Justification

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 helps students evaluate the literary quality and the cultural and historical meaning of individual works and study the use of children's literature as an educational tool both in the classroom and outside of it.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review

Please check all areas in the COR that address DEI.

- [x] Basic Course Information - Course Description
- [x] Specifications - Assignments
- [x] Specifications - Examples of Primary Texts and References
- [x] Specifications - Methods of Instruction
- [x] Specifications - Methods of Evaluation
- [x] Outline - Course Outline

Please summarize the ways in which your course includes DEI.

This course is a study of the literature of children (pre-elementary through young adult) with an emphasis on poetry, picture books, folk tales, myths, fiction, fantasy, and nonfiction from a variety of cultures, ethnicities, and historical periods. It also includes an evaluation of the literary quality and the cultural and historical meaning of individual works, and the study of the use of children's literature as an educational tool both in the classroom and outside of it. Woven into the assignments, methods of evaluation and instruction, as well as the text selection is an approach that reflects Diversity, Equity, and Inclusion policies, such as honoring different ways of responding to storytelling and varied traditions in the global field of children's books. The examples of primary texts meet universal design course standards (meaning, they use accessible and inclusive language, provide explanations of technical terms, and so forth); the texts reflect a range of diverse authors, voices, and perspectives, and they also discuss current debates in the field that are relevant to students. Primary and suggested textbooks are low cost. Many of the suggested textbooks are zero-cost and available in the public domain.

Course Development Options

Basic Skill Status (CB08)

Course Special Class Status (CB13)

Course is not a basic skills course.

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program	Award Type	Active
Cal-GETC	Certificate of Achievement-Advanced (COA-A)	Fall 2025 to Fall 2026
Cal-GETC	Certificate of Achievement-Advanced (COA-A)	Fall 2026
English	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
English	Associate in Arts (A.A.) Degree	Fall 2026
English for Transfer	Associate in Arts for Transfer (A.A.-T.) Degree	Fall 2025 to Fall 2026
English for Transfer	Associate in Arts for Transfer (A.A.-T.) Degree	Fall 2026
Liberal Arts (Arts and Letters Emphasis)	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
Liberal Arts (Arts and Letters Emphasis)	Associate in Arts (A.A.) Degree	Fall 2026

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Transferable to both UC and CSU

Transferability Status

Approved

De Anza GE	Area(s)	Status	Approval Date	End Date	-
2G3X	De Anza GE Area 3 - Arts and Humanities	Approved	No value	No value	No - defined.

Cal-GETC	Area(s)	Status	Approval Date	End Date	-
CA3B	Cal-GETC Area 3B - Humanities	Approved	No value	No value	No - defined.

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

Yes

If yes, identify the lower-division UC course and campus.

No Value

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	4
Maximum Credit Units	4
Total Course In-Class (Contact) Hours	48
Total Course Out-of-Class Hours	96
Total Student Learning Hours	144

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	4	8
Laboratory Hours	0	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	48
Laboratory	0
NA	0
Total	48
Course Out-of-Class Hours	
Lecture	96
Laboratory	0
NA	0
Total	96

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction	Methods of Instruction
Methods of Instruction	Lecture and visual aids Discussion of assigned readings that include a variety of children's literary traditions, voices, and points of view

In-class essays
Take-home essays
Quiz and examination review performed in class
Homework and extended projects
Collaborative learning and small group exercises
Collaborative projects
Guest speakers and inclusion of diverse voices and methods of storytelling in children's literature

Assignments

A. At least 50 pages of reading per week of both children's literature and critical texts that represent diverse voices, perspectives, and literary traditions.
B. At least 2,500 words of evaluated writing. Of this total:
    1. Approximately 1,000 must be an analytical and/or argumentative essay about the assigned reading including both primary children's texts and critical analyses.
    2. The remaining will be fulfilled in
        a. A final exam
        b. A variety of assignments such as a midterm, in-class essays, and additional take-home paper
C. Where appropriate in the assignment design, instructor provides choices in how students demonstrate proficiency
D. In all assignments' design, instructor encourages students to connect course content to their own life, background, and experiences
E. Where appropriate in the assignment design and in the arc of the academic quarter, instructor provides students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection.

Methods of Evaluation	**Methods of Evaluation**
Methods of Evaluation	A. Guided analysis paper to assess mastery of concepts and the ability to apply them to works of children's literature B. Final exam to assess comprehensive knowledge of course concepts and readings. C. In-class quizzes and midterm to regularly assess student progress in mastering critical theory, vocabulary, and analysis of texts. D. Reader response journals, oral/written reports, class contributions to assess student preparedness and comprehension of individual concepts and readings. E. Instructors provide examples of strong, successful assignments to clarify expectations for all students when possible and appropriate.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- None

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Kathy Short, Desiree Cuento	Essentials of Children's Literature	Pearson	June 20, 2022	0137470878

Carrie Hintz, Eric L. Tribunella	Reading Children's Literature: A Critical Introduction - Second Edition	Broadview Press	March 28, 2019	155481443X

Suggested Reading List

Reading List

May include, but are not limited to

List:

Picture Books

- Maurice Sendak, *Where the Wild Things Are*, HarperCollins, 1988
- Ruth Krauss, *The Carrot Seed*, HarperCollins, 1989
- Carole Lindstrom, *We Are Water Protectors*, Roaring Brook Press, 2020
- Angela Dalton, *Show the World!* Viking, 2022
- Michael Genhart, *Love Is Love*, Little Pickle Press, 2018
- Andrea Wang, *Watercress*, Weston Books, 2024

Early Readers

- Arnold Lobel, *Frog and Toad Stories*, HarperCollins, 2019
- Matthew Cordell, *Cornbread and Poppy*, Little Brown, 2022
- Kate DiCamillo, *Mercy Watson*, Candlewick, 2011

Middle Grade

- Gene Luen Yang, *Dragon Hoops*, First Second, 2020
- Meg Medina, *Merci Suarez Changes Gears*, Candlewick, 2020
- Jasmine Warga, *Other Words for Home*, Storytide, 2021

Young Adult

- Jason Reynolds, *Long Way Down*, Atheneum, 2019
- Jacqueline Woodson, *Brown Girl Dreaming*, Nancy Paulsen Books, 2016
- Elizabeth Acevedo, *Clap When You Land*, Quill Tree Books, 2022

Learning Outcomes

Course Objectives

Identify and apply key methods of interpreting, and evaluating literary texts, with particular attention to children's literature

Classify and analyze children's literature according to genre

Analyze connections between children's literature and culture, in historical context

Evaluate the role of literature (especially children's literature) as an educational tool and identify key methods of using literature in the elementary and secondary classroom

CSLOs

Apply key methods of interpreting and evaluating literary texts written for children. Expected SLO Performance: 0.0

Outline

Course Outline

A. Identify and apply key methods of interpreting, and evaluating literary texts, with particular attention to children's literature
   1. Recognize and evaluate key critical methodologies, such as feminist, psychoanalytic and ethnic criticism, especially as they are applied to children's literature
   2. Identify and analyze the controversies associated with the historical development of criticism of children's literature (such as the validity of children's literature as "literature", the criteria for judging children's literature, and the evaluation of individual works and individual writers)
   3. Apply critical methods and relate controversies to specific works of children's literature.

B. Classify and analyze children's literature according to genre
   1. Identify genres (myth, picture book, folktale, nursery rhyme, realistic narrative, fantasy, science fiction, biography, film adaptations)
   2. Identify the elements that characterize each genre (use of language, use of fantasy, reliance on traditional plots, connection to historical reality, and so on)
   3. Apply knowledge of generic conventions to analyses of specific texts

C. Analyze connections between children's literature and culture, in historical context
   1. Analyze the influence of cultural attitudes (including moral values) on specific texts
   2. Compare texts from different cultures and different historical periods in order to recognize cultural (social, apolitical) influences
   3. Evaluate the influence of children's literature on the culture at large
      a. The role of different genres of children's literature in specific sociohistorical contexts.
      b. The influence of specific texts on their sociohistorical contexts.
      c. The influence of children's literature on culture throughout the world

D. Evaluate the role of literature (especially children's literature) as an educational tool and identify key methods of using literature in the elementary and secondary classroom
   1. Identify elements (language use, psychological identification with character, identification of context and plot with the reader's own experience) that promote children's linguistic development
   2. Evaluate the effectiveness of these elements in specific texts
   3. Examine and evaluate alternative beliefs and practices concerning the use of children's literature to teach children to read
   4. Evaluate the appropriateness of specific texts and specific genres for different children with particular respect to
      a. Developmental/reading level
      b. Gender and sexual orientation, racial identity, ethnicity, social class

Blue Form

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

1. Is the unit(s) change required for articulation?

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

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

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

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

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

- ENGL C1000 or ENGL C1000H or ESL D005.

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

- (See general education pages for the requirements this course meets.)

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

Outline A, B & C: Identify and apply key methods of interpreting, and evaluating literary texts, with particular attention to children's literature; Classify and analyze children's literature according to genre; Analyze connections between children's literature and culture, in historical context; Assignments A: At least 50 pages of reading per week of both children's literature and critical texts that represent diverse voices, perspectives, and literary traditions.

Objective 2: Compose essays drawn from personal experience and assigned texts.

Methods of Instruction A and D: Guided analysis paper to assess mastery of concepts and the ability to apply them to works of children's literature; Assignments B: At least 2,500 words of evaluated writing; Reader response journals, oral/written reports, class contributions to assess student preparedness and comprehension of individual concepts and readings

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

Methods of Instruction A: Guided analysis paper to assess mastery of concepts and the ability to apply them to works of children's literature; Assignments B: At least 2,500 words of evaluated writing

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

Methods of Instruction A, B & D: Guided analysis paper to assess mastery of concepts and the ability to apply them to works of children's literature; Assignments B: At least 2,500 words of evaluated writing; Reader response journals, oral/written reports, class contributions to assess student preparedness and comprehension of individual concepts and readings.

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

Outline A, B & C: Identify and apply key methods of interpreting, and evaluating literary texts, with particular attention to children's literature; Classify and analyze children's literature according to genre; Analyze connections between children's literature and culture, in historical context; Assignments B & C: Final exam to assess comprehensive knowledge of course concepts and readings; In-class quizzes and midterm to regularly assess student progress in mastering critical theory, vocabulary, and analysis of texts. Method of Instruction D: Reader response journals, oral/written reports, class contributions to assess student preparedness and comprehension of individual concepts and readings

B-Matrix Form

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

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

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

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

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

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

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

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

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

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

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

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

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

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

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

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

H-Matrix Form

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

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

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

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

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

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

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.)

Course Outline A. Identify and apply key methods of interpreting, and evaluating literary texts, with particular attention to children's literature

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.)

Methods of Evaluation A, B, C, and D: Guided analysis paper to assess mastery of concepts and the ability to apply them to works of children's literature Final exam to assess comprehensive knowledge of course concepts and readings. In-class quizzes and midterm to regularly assess student progress in mastering critical theory, vocabulary, and analysis of texts. Reader response journals, oral/written reports, class contributions to assess student preparedness and comprehension of individual concepts and readings.

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Course Outline B and C: Classify and analyze children's literature according to genre; Analyze connections between children's literature and culture, in historical context

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.)

Course Outline D.4: Evaluate the appropriateness of specific texts and specific genres for different children with particular respect to Developmental/reading level; Evaluate the appropriateness of specific texts and specific genres for gender and sexual orientation, racial identity, ethnicity, social class

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Course Outline C.a, C.b, C.c: The role of different genres of children's literature in specific sociohistorical contexts. The influence of specific texts on their sociohistorical contexts. The influence of children's literature on culture throughout the 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.)

Course Outline D: Evaluate the role of literature (especially children's literature) as an educational tool and identify key methods of using literature in the elementary and secondary classroom

Comments

Stage 2: Department Chair

No Value

Stage 3: DEI

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
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.	All of the primary texts listed in this course are all available for less than $50 in used condition; one is less than $40 in new condition. Many of the suggested texts are zero-cost and available online. I added this phrase to the DEI section: Primary and suggested textbooks are low cost. Many of the suggested textbooks are zero-cost and available in the public domain.
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.	Y
4/9/2026	Specifications	Assignments	Suggested	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, let me know in the Initiator response box.	Y
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

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response

04/16/26	Specifications	Primary Texts	Suggested	I had a concern about these two textbooks. UCs will accept Children's Literature courses as a genre, but they will not accept any course intended as a teaching guide for instructors or parents. While the course itself has elements of education, having textbooks whose primary function is to train instructors can be a bit of a red flag. I'd probably say to either remove these two texts, or let me know if I'm misreading what kind of book they are Title Teaching Children's Literature Author Christine Leland, Mitzi Lewison, Jerome C. Harste Publisher Routledge Date/Edition November 17, 2022 ISBN 1032155388 Title Teaching with Children's Literature: Theory to Practice Author Margaret Vaughn, Dixie D. Massey, et al. Publisher The Guilford Press Date/Edition 2021 (first ed) ISBN 1462547222	Y	This makes so much sense. I overstretched in these selections and will just remove them. (I used to teach this course with a lot of our Child Development students in the class, so that may have swayed me as well...)

Stage 5: De Anza General Education

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
4/22/26	Matrix A	All that apply	Required	Complete for your English advisory	Y
4/23/26	Matrix A		Required	In the fields beneath each objective you need to list the skills/activities/assignments that will benefit from the students knowing the objective. These skills/activities/assignments must come from the Assignments, Methods of Evaluation and/or the Outline for the course.	Y

Stage 7: Dean of Online Learning

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
5/2/26	Basic Course Information	Mode of Delivery	Required	Please select Online and Hybrid as your mode of delivery since you attached forms for both those modalities.	Y

Stage 8: SLO Coordinator

No Value

Stage 10: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

ELIT 008

Course Status

Non-substantial

Course Characteristics

- NA

Cross-Listed/Related Course Information

- NA

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

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). -sw

De Anza College

Course Outline of Record Report

08/13/2026

ELITD010. : Introduction to Fiction

General Information

Faculty Initiator:	• Veronica Acevedo Avila • Quigley, Jill
Attachments:	Online_ELIT_10_2027F.pdf Hybrid_ ELIT_10_2027F.pdf
Course ID (CB01A and CB01B) :	ELITD010.
Short Course Title:	INTRO TO FICTION
Course Title (CB02) :	Introduction to Fiction
Department:	ELIT - English Literature
Effective Term:	Fall 2027
TOP Code (CB03) :	(1501.00) English
CIP Code:	(23.0101) English Language and Literature, General
SAM Priority Code (CB09) :	E - Non-Occupational
Distance Education Approved:	Yes
Course Control Number:	CCC000064753
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	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
Mode of Delivery:	• Online • Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	• English
Discipline 2:	No value
Discipline 3:	No value
FSA:	• FHDA FSA - ENGLISH

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

As a foundational course in the study of English, this class supports transfer preparation for CSU and UC systems, fulfills general education requirements for De Anza and Cal-GETC, and is a core component of the English AA degree. It also provides students with a vital introduction to the literary devices and forms that give fiction its depth and meaning.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

Yes - don't forget to duplicate the revisions in the honors/non-honors course

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review

Please check all areas in the COR that address DEI.

- [x] Basic Course Information - Course Description
- [x] Specifications - Assignments
- [x] Specifications - Examples of Primary Texts and References
- [x] Specifications - Methods of Instruction
- [x] Specifications - Methods of Evaluation
- [x] Outline - Course Outline

Please summarize the ways in which your course includes DEI.

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.

Course Development Options

Basic Skill Status (CB08)

Course Special Class Status (CB13)

Grade Options

Course is not a basic skills course.

Course is not a special class.

- Letter Grade
- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program	Award Type	Active
Cal-GETC	Certificate of Achievement-Advanced (COA-A)	Fall 2025 to Fall 2026
Cal-GETC	Certificate of Achievement-Advanced (COA-A)	Fall 2026
English	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
English	Associate in Arts (A.A.) Degree	Fall 2026
English for Transfer	Associate in Arts for Transfer (A.A.-T.) Degree	Fall 2025 to Fall 2026
English for Transfer	Associate in Arts for Transfer (A.A.-T.) Degree	Fall 2026
Liberal Arts (Arts and Letters Emphasis)	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
Liberal Arts (Arts and Letters Emphasis)	Associate in Arts (A.A.) Degree	Fall 2026

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)	Transferability Status
Transferable to both UC and CSU	Approved

De Anza GE	Area(s)	Status	Approval Date	End Date	-
2G3X	De Anza GE Area 3 - Arts and Humanities	Approved	No value	No value	No - defined.

Cal-GETC	Area(s)	Status	Approval Date	End Date	-
CA3B	Cal-GETC Area 3B - Humanities	Approved	No value	No value	No - defined.

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

Yes

If yes, identify the lower-division UC course and campus.

No Value

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	4
Maximum Credit Units	4
Total Course In-Class (Contact) Hours	48
Total Course Out-of-Class Hours	96
Total Student Learning Hours	144

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	4	8
Laboratory Hours	0	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	48
Laboratory	0
NA	0
Total	48
Course Out-of-Class Hours	
Lecture	96
Laboratory	0
NA	0
Total	96

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

Methods of Instruction

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

Assignments

A. Students will read a substantial and varied offering of both long and short fiction.
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. 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
        a. Must be fulfilled in a midterm and/or project and
        b. 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.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

A. Students will be evaluated primarily on the basis of analytical essay(s) demonstrating understanding of the synthesis of technique and theme in fiction.
B. Students may be evaluated based on mastery of concepts, synthesis, and critical thinking on quizzes, examinations, oral presentations, and active class participation.
C. 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

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Levine, Sara.	“The Broadview Anthology of Short Fiction"	Broadview Press, Peterborough	2018, 3rd edition.	
Lawn, Beverly and Joanne Diaz	“40 Short Stories"	Bedford/St. Martin’s, New York	2025, 7th edition.	
Freeman, John.	“The Penguin Book of the Modern American Short Story"	Penguin Books	2021	

Nicole A. Lamy and Celeste Ng	“The Best American Short Stories 2025"	HarperCollins, New York	2025
Charters, Ann.	"The Story and Its Writer: An Introduction to Short Fiction"	Bedford/ St. Martin's, Boston & New York	2023, compact ed.

Suggested Reading List

Reading List	Acevedo, Elizabeth. “The Poet X.” New York: HarperCollins, 2018.
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	Alvar, Mia. “In the Country: Stories.” New York: Knopf Doubleday Publishing, 2016.
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
Reading List	Baldwin, James. “Giovanni's Room.” New York: Delta, 2000.
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	Chang, Alexandra. “Tomb Sweeping.” New York: HarperCollins, 2023.
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
Reading List	Hurston, Zora Neale. “Their Eyes Were Watching God.” Various editions, 1937.
May include, but are not limited to	No value
Reading List	Ishiguro, Kazuo. “Never Let Me Go.” New York: Knopf Publishing, 2005.
May include, but are not limited to	No value

Reading List	Kang, Han. “The Vegetarian.” New York: Hogarth/Penguin Random House, 2016.
May include, but are not limited to	No value
Reading List	Kingsolver, Barbara. “Demon Copperhead.” New York: HarperCollins, 2022.
May include, but are not limited to	No value
Reading List	Lahiri, Jhumpa. “The Namesake.” New York: Riverhead Books, 2017.
May include, but are not limited to	No value
Reading List	Li, Yiyun. “Wednesday’s Child.” New York: Farrar, Straus and Giroux, 2023.
May include, but are not limited to	No value
Reading List	Majumdar, Megha. “A Guardian and a Thief.” New York: Knopf Publishing, 2025.
May include, but are not limited to	No value
Reading List	Márquez, Gabriel García. “Love in the Time of Cholera.” New York: Knopf Publishing, 1985.
May include, but are not limited to	No value
Reading List	Moreno-Garcia, Silvia. “Mexican Gothic.” New York: Del Rey/Random House, 2020.
May include, but are not limited to	No value
Reading List	Morrison, Toni. “The Bluest Eye.” New York: Plume, 1993.
May include, but are not limited to	No value
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
Reading List	Orange, Tommy. “There There.” New York: Knopf/Penguin Random House, 2018.
May include, but are not limited to	No value
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.
May include, but are not limited to	No value

Learning Outcomes

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.

CSLOs

Identify, articulate and evaluate the nature and variety of fictional texts, styles, conventions and techniques.	Expected SLO Performance: 0.0
Analyze fiction in writing from multiple critical perspectives.	Expected SLO Performance: 0.0

Outline

Course Outline

A. 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.

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.
    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 .

C. 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 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

D. 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.

E. Recognize the contribution of fiction to human culture and 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.

Blue Form

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

1. Is the unit(s) change required for articulation?

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

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

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

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

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

- ENGL C1000 or ENGL C1000H or ESL D005.

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

- (Not open to students with credit in the Honors Program related course.)

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

- (See general education pages for the requirements this course meets.)

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

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.

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 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

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.

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.

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

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

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

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

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

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

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

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

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

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

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

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

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

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

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

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

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

H-Matrix Form

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

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

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

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

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

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

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.)

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.)

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 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

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.)

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.)

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 .

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.)

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

Stage 2: Department Chair

No Value

Stage 3: DEI

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
4/9/2026	Specifications	Examples of Primary Texts and References	Required	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 textbook is low cost, and consider adding this information to the DEI Box if appropriate. This will satisfy the required component of this edit.	N; the course text is a literary text that is low cost. I did not find a representative OER.
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
4/9/2026	Specifications	Assignments	Suggested	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, let me know in the Initiator response box.	N
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

Stage 5: De Anza General Education

No Value

Stage 6: Content Review Matrix Liaison

No Value

Stage 7: Dean of Online Learning

No Value

Stage 8: SLO Coordinator

No Value

Stage 10: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

ELIT 010

Course Status

Non-substantial

Course Characteristics

- NA

Cross-Listed/Related Course Information

- NA

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

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

De Anza College

Course Outline of Record Report

06/08/2026

ELITD017H : Introduction to Shakespeare - HONORS

General Information

Faculty Initiator:	• Julie Pesano • Roberts, Becky
Attachments:	Hybrid_ELIT_17H_2027F.pdf Online_ELIT_17H_2027F.pdf
Course ID (CB01A and CB01B) :	ELITD017H
Short Course Title:	INTRO TO SHAKESPEARE - HONORS
Course Title (CB02) :	Introduction to Shakespeare - HONORS
Department:	ELIT - English Literature
Effective Term:	Fall 2027
TOP Code (CB03) :	(1501.00) English
CIP Code:	(23.0101) English Language and Literature, General
SAM Priority Code (CB09) :	E - Non-Occupational
Distance Education Approved:	Yes
Course Control Number:	CCC000592154
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	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
Mode of Delivery:	• Online • Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	• English
Discipline 2:	No value
Discipline 3:	No value
FSA:	• FHDA FSA - ENGLISH

Formerly Statement

Formerly Statement

No Value

Course Justification

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.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

Yes - don't forget to duplicate the revisions in the honors/non-honors course

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review

Please check all areas in the COR that address DEI.

- [x] 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.

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.

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program	Award Type	Active
Cal-GETC	Certificate of Achievement-Advanced (COA-A)	Fall 2025
Cal-GETC (In Development)	Certificate of Achievement-Advanced (COA-A)	Fall 2026
English	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
English	Associate in Arts (A.A.) Degree	Fall 2026
English for Transfer	Associate in Arts for Transfer (A.A.-T.) Degree	Fall 2025
English for Transfer (In Development)	Associate in Arts for Transfer (A.A.-T.) Degree	Fall 2026
Liberal Arts (Arts and Letters Emphasis)	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
Liberal Arts (Arts and Letters Emphasis)	Associate in Arts (A.A.) Degree	Fall 2026

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Transferable to both UC and CSU

Transferability Status

Approved

De Anza GE	Area(s)	Status	Approval Date	End Date	-
2G3X	De Anza GE Area 3 - Arts and Humanities	Approved	No value	No value	No - defined.

Cal-GETC	Area(s)	Status	Approval Date	End Date	-
CA3B	Cal-GETC Area 3B - Humanities	Approved	No value	No value	No - defined.

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

Yes

If yes, identify the lower-division UC course and campus.

No Value

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	4
Maximum Credit Units	4
Total Course In-Class (Contact) Hours	48
Total Course Out-of-Class Hours	96
Total Student Learning Hours	144

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	4	8
Laboratory Hours	0	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	48
Laboratory	0
NA	0
Total	48
Course Out-of-Class Hours	
Lecture	96
Laboratory	0
NA	0

Total	96

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

Methods of Instruction

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

A. Reading
   1. Approximately five to eight plays as well as selected sonnets
   2. Optional historical and critical essays

B. 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

C. 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	A. Quizzes to assess the reading comprehension of texts B. Class participation where students discuss readings, lead class discussion, and enacting scenes from the texts 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. When possible, instructors will provide examples of strong and/or successful assignments to clarify expectations for all students. E. Final examination or project to evaluate the analysis of texts. F. 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

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
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

Suggested Reading List

Reading List

May include, but are not limited to

List:

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.

Learning Outcomes

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.

CSLOs

Demonstrate the ability to analyze social and cultural contexts in the poetic and dramatic literature of William Shakespeare.
Expected SLO Performance: 0.0

Produce analytical writing based on complex texts. Expected SLO Performance: 0.0

Show the ability to examine the use of language in literature. Expected SLO Performance: 0.0

Outline

Course Outline

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

D. 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

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

F. 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

G. 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

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

I. Produce analytical and challenging work in the Honors assignment.
   1. Evaluate critically secondary texts.
   2. Demonstrate in-depth comprehension of course content.

Blue Form

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

1. Is the unit(s) change required for articulation?

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

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

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

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

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

- ENGL C1000 or ENGL C1000H or ESL D005.

Advisory(ies) - Other:

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.)

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

- (See general education pages for the requirements this course meets.)

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

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.

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.

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.

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.

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

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

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

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

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

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

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

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

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

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

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

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

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

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

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

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

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

H-Matrix Form

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

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.

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

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

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

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

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.)

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.)

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.)

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.)

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.)

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.)

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

Stage 2: Department Chair

No Value

Stage 3: DEI

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	

Stage 4: Articulation Officer

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

Stage 6: Content Review Matrix Liaison

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

Stage 8: SLO Coordinator

No Value

Stage 10: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

ELIT 017H

Course Status

Non-substantial

Course Characteristics

- Honors

Cross-Listed/Related Course Information

- NA

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

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

De Anza College

Course Outline of Record Report

06/08/2026

ELITD017. : Introduction to Shakespeare

General Information

Faculty Initiator:	• Julie Pesano • Roberts, Becky
Attachments:	Hybrid_ELIT_17_2027F.pdf Online_ELIT_17_2027F.pdf
Course ID (CB01A and CB01B) :	ELITD017.
Short Course Title:	INTRO TO SHAKESPEARE
Course Title (CB02) :	Introduction to Shakespeare
Department:	ELIT - English Literature
Effective Term:	Fall 2027
TOP Code (CB03) :	(1501.00) English
CIP Code:	(23.0101) English Language and Literature, General
SAM Priority Code (CB09) :	E - Non-Occupational
Distance Education Approved:	Yes
Course Control Number:	CCC000206581
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	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
Mode of Delivery:	• Online • Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	• English
Discipline 2:	No value
Discipline 3:	No value
FSA:	• FHDA FSA - ENGLISH

Formerly Statement

Formerly Statement

No Value

Course Justification

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.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

Yes - don't forget to duplicate the revisions in the honors/non-honors course

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review

Please check all areas in the COR that address DEI.

- [x] 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.

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.

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program	Award Type	Active
Cal-GETC	Certificate of Achievement-Advanced (COA-A)	Fall 2025
Cal-GETC (In Development)	Certificate of Achievement-Advanced (COA-A)	Fall 2026
English	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
English	Associate in Arts (A.A.) Degree	Fall 2026
English for Transfer	Associate in Arts for Transfer (A.A.-T.) Degree	Fall 2025
English for Transfer (In Development)	Associate in Arts for Transfer (A.A.-T.) Degree	Fall 2026
Liberal Arts (Arts and Letters Emphasis)	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
Liberal Arts (Arts and Letters Emphasis)	Associate in Arts (A.A.) Degree	Fall 2026

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Transferable to both UC and CSU

Transferability Status

Approved

De Anza GE	Area(s)	Status	Approval Date	End Date	-
2G3X	De Anza GE Area 3 - Arts and Humanities	Approved	No value	No value	No - defined.

Cal-GETC	Area(s)	Status	Approval Date	End Date	-
CA3B	Cal-GETC Area 3B - Humanities	Approved	No value	No value	No - defined.

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

Yes

If yes, identify the lower-division UC course and campus.

No Value

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	4
Maximum Credit Units	4
Total Course In-Class (Contact) Hours	48
Total Course Out-of-Class Hours	96
Total Student Learning Hours	144

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	4	8
Laboratory Hours	0	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	48
Laboratory	0
NA	0
Total	48
Course Out-of-Class Hours	
Lecture	96
Laboratory	0
NA	0

Total	96

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

Methods of Instruction

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

A. Reading
   1. Approximately five to eight plays as well as selected sonnets
   2. Optional historical and critical essays

B. 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

Methods of Evaluation	**Methods of Evaluation**
Methods of Evaluation	A. Quizzes to assess the reading comprehension of texts B. Class participation where students discuss readings, lead class discussion, and enacting scenes from the texts 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. When possible, instructors will provide examples of strong and/or successful assignments to clarify expectations for all students. E. Final examination or project to evaluate the analysis of texts.

Essential Student Materials/Essential College Facilities

Essential Student Materials:
- None

Essential College Facilities:
- None

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
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

Suggested Reading List

Reading List

May include, but are not limited to

List:

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.

Learning Outcomes

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.

CSLOs

Demonstrate the ability to analyze social and cultural contexts in the poetic and dramatic literature of William Shakespeare.
Expected SLO Performance: 0.0

Produce analytical writing based on complex texts. Expected SLO Performance: 0.0

Show the ability to examine the use of language in literature. Expected SLO Performance: 0.0

Outline

Course Outline

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

D. 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

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

F. 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

G. 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

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

Blue Form

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

1. Is the unit(s) change required for articulation?

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

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

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

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

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

- ENGL C1000 or ENGL C1000H or ESL D005.

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

- (Not open to students with credit in the Honors Program related course.)

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

- (See general education pages for the requirements this course meets.)

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

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.

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.

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.

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.

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

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

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

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

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

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

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

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

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

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

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

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

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

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

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

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

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

H-Matrix Form

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

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

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

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

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

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

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.)

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.)

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.)

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.)

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.)

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.)

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

Stage 2: Department Chair

No Value

Stage 3: DEI

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.**	Yes, this source is an open educational resource.
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.
3/26/2026	Specifications	Assignments	Suggested	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. 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.	Enacting scenes is optional and based on the instructor's vision for the course, so I included it as a "may include" 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.
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

Stage 5: De Anza General Education

No Value

Stage 6: Content Review Matrix Liaison

No Value

Stage 7: Dean of Online Learning

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

Stage 10: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

ELIT 017

Course Status

Non-substantial

Course Characteristics

- NA

Cross-Listed/Related Course Information

- NA

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

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

De Anza College

Course Outline of Record Report

06/08/2026

ELITD021. : Women in Literature

General Information

Faculty Initiator:	• Roseanne Quinn
Attachments:	Online_ELIT_21_2027F.pdf
Course ID (CB01A and CB01B) :	ELITD021.
Short Course Title:	WOMEN IN LITERATURE
Course Title (CB02) :	Women in Literature
Department:	ELIT - English Literature
Effective Term:	Fall 2027
TOP Code (CB03) :	(1503.00) Comparative Literature
CIP Code:	(16.0104) Comparative Literature
SAM Priority Code (CB09) :	E - Non-Occupational
Distance Education Approved:	Yes
Course Control Number:	CCC000001623
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
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.
Course Type (CB27) :	• Lower Division
Mode of Delivery:	• Online
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	• English
Discipline 2:	• Women's Studies
Discipline 3:	No value
FSA:	• FHDA FSA - ENGLISH

Formerly Statement

Formerly Statement

No Value

Course Justification

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.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

Yes - complete the cross-listed form

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review

Please check all areas in the COR that address DEI.

- [x] Basic Course Information - Course Description
- [x] Specifications - Assignments
- [x] Specifications - Examples of Primary Texts and References
- [x] Specifications - Methods of Instruction
- [x] Specifications - Methods of Evaluation
- [x] Outline - Course Outline

Please summarize the ways in which your course includes DEI.

ELIT 21: Women in Literature foundationally includes diversity, equity, and inclusion throughout the entire course as it centers on women and intersectionality.

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

☑ Course is part of a program

Associated Program	Award Type	Active
Cal-GETC	Certificate of Achievement-Advanced (COA-A)	Fall 2025
Cal-GETC (In Development)	Certificate of Achievement-Advanced (COA-A)	Fall 2026
English	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
English	Associate in Arts (A.A.) Degree	Fall 2026
English for Transfer	Associate in Arts for Transfer (A.A.-T.) Degree	Fall 2025
English for Transfer (In Development)	Associate in Arts for Transfer (A.A.-T.) Degree	Fall 2026
Liberal Arts (Arts and Letters Emphasis)	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
Liberal Arts (Arts and Letters Emphasis)	Associate in Arts (A.A.) Degree	Fall 2026
Social Justice Studies: General Studies for Transfer	Associate in Arts for Transfer (A.A.-T.) Degree	Fall 2025

Social Justice Studies: General Studies for Transfer (In Development)	Associate in Arts for Transfer (A.A.-T.) Degree	Fall 2026
Women's Studies	Certificate of Achievement (COA)	Fall 2025

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Transferable to both UC and CSU

Transferability Status

Approved

De Anza GE	Area(s)	Status	Approval Date	End Date	-
2G3X	De Anza GE Area 3 - Arts and Humanities	Approved	No value	No value	No - defined.

Cal-GETC	Area(s)	Status	Approval Date	End Date	-
CA3B	Cal-GETC Area 3B - Humanities	Approved	No value	No value	No - defined.

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

Yes

If yes, identify the lower-division UC course and campus.

No Value

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units 4

Maximum Credit Units	4
Total Course In-Class (Contact) Hours	48
Total Course Out-of-Class Hours	96
Total Student Learning Hours	144

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	4	8
Laboratory Hours	0	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	48
Laboratory	0
NA	0
Total	48
Course Out-of-Class Hours	
Lecture	96
Laboratory	0
NA	0
Total	96

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

Methods of Instruction

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

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

Methods of Evaluation	**Methods of Evaluation**
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.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- None

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Atwood, Margaret	The Handmaid's Tale.	Penguin	2025	
Canales, Viola	The Tequila Worm	Wendy Lamb	2017	

Harjo, Joy	Girl Warrior: On Coming of Age	Norton	2025
Lorde, Audre	The Black Unicorn: Poems	Norton	1995
Miller, Chanel	Know My Name: A Memoir	Viking	2019

Suggested Reading List

Reading List

May include, but are not limited to

List:

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.

Learning Outcomes

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

CSLOs

Demonstrate understanding of a variety of literary texts by and about women. Expected SLO Performance: 0.0

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

Outline

Course Outline

A. 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.

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
    3. 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, 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

Blue Form

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

1. Is the unit(s) change required for articulation?

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

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

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

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

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

- ENGL C1000 or ENGL C1000H or ESL D005.

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

- (Not open to students with credit in the cross-listed course(s).)

Limitation(s) on Enrollment - Other:

(Also listed as WMST D021.)

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

- (See general education pages for the requirements this course meets.)

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

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, 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.

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 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

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.

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.

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

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, 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

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

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

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

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

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

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

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

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

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

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

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

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

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

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

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

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

H-Matrix Form

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

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

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

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

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

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

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.)

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, 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.)

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.

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

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.

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.)

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, 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 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

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, 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.)

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

Stage 2: Department Chair

No Value

Stage 3: DEI

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.

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.	N The textbooks are low cost and there are not OER versions for our use.
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 There are clear diverse choices for these texts.
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.
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

Stage 5: De Anza General Education

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
4/29/26	Matrix A	All that apply	Required	Please complete for your English advisory	incomplete - zj 5/3

Stage 7: Dean of Online Learning

No Value

Stage 8: SLO Coordinator

No Value

Stage 10: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

ELIT 021; WMST 021

Course Status

Non-substantial

Course Characteristics

- NA

Cross-Listed/Related Course Information

- Cross-listed

Cross-Listed/Related Course ID's

ELIT 21 (P); WMST 21 (C)

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

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

De Anza College

Course Outline of Record Report

06/08/2026

WMSTD021. : Women in Literature

General Information

Faculty Initiator:	• Roseanne Quinn
Attachments:	Online_WMST_21_2027F.pdf
Course ID (CB01A and CB01B) :	WMSTD021.
Short Course Title:	WOMEN IN LITERATURE
Course Title (CB02) :	Women in Literature
Department:	ELIT - English Literature
Effective Term:	Fall 2027
TOP Code (CB03) :	(1503.00) Comparative Literature
CIP Code:	(16.0104) Comparative Literature
SAM Priority Code (CB09) :	E - Non-Occupational
Distance Education Approved:	Yes
Course Control Number:	CCC000306028
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
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.
Course Type (CB27) :	• Lower Division
Mode of Delivery:	• Online
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	• English
Discipline 2:	• Women's Studies
Discipline 3:	No value
FSA:	• FHDA FSA - ENGLISH

Formerly Statement

Formerly Statement

No Value

Course Justification

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.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

Yes - complete the cross-listed form

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review

Please check all areas in the COR that address DEI.

- [x] Basic Course Information - Course Description
- [x] Specifications - Assignments
- [ ] Specifications - Examples of Primary Texts and References
- [x] Specifications - Methods of Instruction
- [x] Specifications - Methods of Evaluation
- [x] Outline - Course Outline

Please summarize the ways in which your course includes DEI.

ELIT 21: Women in Literature foundationally includes diversity, equity, and inclusion throughout the entire course as it centers on women and intersectionality.

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

☑ Course is part of a program

Associated Program	Award Type	Active
Cal-GETC	Certificate of Achievement-Advanced (COA-A)	Fall 2025
Cal-GETC (In Development)	Certificate of Achievement-Advanced (COA-A)	Fall 2026
English	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
English	Associate in Arts (A.A.) Degree	Fall 2026
English for Transfer	Associate in Arts for Transfer (A.A.-T.) Degree	Fall 2025
English for Transfer (In Development)	Associate in Arts for Transfer (A.A.-T.) Degree	Fall 2026
Liberal Arts (Arts and Letters Emphasis)	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
Liberal Arts (Arts and Letters Emphasis)	Associate in Arts (A.A.) Degree	Fall 2026
Social Justice Studies: General Studies for Transfer	Associate in Arts for Transfer (A.A.-T.) Degree	Fall 2025

Social Justice Studies: General Studies for Transfer (In Development)	Associate in Arts for Transfer (A.A.-T.) Degree	Fall 2026
Women's Studies	Certificate of Achievement (COA)	Fall 2025

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Transferable to both UC and CSU

Transferability Status

Approved

De Anza GE	Area(s)	Status	Approval Date	End Date	-
2G3X	De Anza GE Area 3 - Arts and Humanities	Approved	No value	No value	No - defined.

Cal-GETC	Area(s)	Status	Approval Date	End Date	-
CA3B	Cal-GETC Area 3B - Humanities	Approved	No value	No value	No - defined.

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

Yes

If yes, identify the lower-division UC course and campus.

No Value

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units 4

Maximum Credit Units	4
Total Course In-Class (Contact) Hours	48
Total Course Out-of-Class Hours	96
Total Student Learning Hours	144

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	4	8
Laboratory Hours	0	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	48
Laboratory	0
NA	0
Total	48
Course Out-of-Class Hours	
Lecture	96
Laboratory	0
NA	0
Total	96

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

Methods of Instruction

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

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

Methods of Evaluation	**Methods of Evaluation**
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.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- None

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Atwood, Margaret	The Handmaid's Tale	Penguin	2025	
Canales, Viola	The Tequila Worm	Wendy Lamb	2017	

Harjo, Joy	Girl Warrior: On Coming of Age	Norton	2025
Lorde, Audre	The Black Unicorn: Poems	Norton	1995
Miller, Chanel	Know My Name: A Memoir	Viking	2019

Suggested Reading List

Reading List

May include, but are not limited to

List:

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.

Learning Outcomes

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

CSLOs

Demonstrate understanding of a variety of literary texts by and about women. Expected SLO Performance: 0.0

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

Outline

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
   3. 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, 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

Blue Form

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

1. Is the unit(s) change required for articulation?

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

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

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

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

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

- ENGL C1000 or ENGL C1000H or ESL D005.

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

- (Not open to students with credit in the cross-listed course(s).)

Limitation(s) on Enrollment - Other:

(Also listed as ELIT D021.)

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

- (See general education pages for the requirements this course meets.)

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

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, 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.

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 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

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.

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.

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

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, 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

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

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

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

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

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

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

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

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

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

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

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

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

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

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

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

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

H-Matrix Form

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

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

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

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

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

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

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.)

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, 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.)

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.

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

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.

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.)

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, 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 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

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, 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.)

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

Stage 2: Department Chair

No Value

Stage 3: DEI

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.

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.	N The textbooks are low cost and there are not OER versions for our use.
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 These are clear diverse choices for these texts.
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.
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

Stage 5: De Anza General Education

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
4/28/26	Matrix A	All that apply	Required	Please complete for your English advisory	incomplete - zj 5/3

Stage 7: Dean of Online Learning

No Value

Stage 8: SLO Coordinator

No Value

Stage 10: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

ELIT 021; WMST 021

Course Status

Non-substantial

Course Characteristics

- NA

Cross-Listed/Related Course Information

- Cross-listed

Cross-Listed/Related Course ID's

ELIT 21 (P); WMST 21 (C)

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

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

De Anza College

Course Outline of Record Report

06/08/2026

ELITD028. : Young Adult Literature

General Information

Faculty Initiator:	• Julie Sartwell
Attachments:	Online_ELIT_28_2027F.pdf
Course ID (CB01A and CB01B) :	ELITD028.
Short Course Title:	YOUNG ADULT LITERATURE
Course Title (CB02) :	Young Adult Literature
Department:	ELIT - English Literature
Effective Term:	Fall 2027
TOP Code (CB03) :	(1503.00) Comparative Literature
CIP Code:	(16.0104) Comparative Literature
SAM Priority Code (CB09) :	E - Non-Occupational
Distance Education Approved:	Yes
Course Control Number:	CCC000617393
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	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
Mode of Delivery:	• Online
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	• English
Discipline 2:	No value
Discipline 3:	No value
FSA:	• FHDA FSA - ENGLISH

Formerly Statement

Formerly Statement

No Value

Course Justification

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.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review

Please check all areas in the COR that address DEI.

- [x] Basic Course Information - Course Description
- [x] Specifications - Assignments
- [x] Specifications - Examples of Primary Texts and References
- [x] Specifications - Methods of Instruction
- [x] Specifications - Methods of Evaluation
- [x] Outline - Course Outline

Please summarize the ways in which your course includes DEI.

ELIT 28 centers on diversity, equity, and inclusion in all aspects of the course.

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program	Award Type	Active
Cal-GETC	Certificate of Achievement-Advanced (COA-A)	Fall 2025
Cal-GETC (In Development)	Certificate of Achievement-Advanced (COA-A)	Fall 2026
English	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
English	Associate in Arts (A.A.) Degree	Fall 2026
English for Transfer	Associate in Arts for Transfer (A.A.-T.) Degree	Fall 2025
English for Transfer (In Development)	Associate in Arts for Transfer (A.A.-T.) Degree	Fall 2026
Liberal Arts (Arts and Letters Emphasis)	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
Liberal Arts (Arts and Letters Emphasis)	Associate in Arts (A.A.) Degree	Fall 2026

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Transferable to both UC and CSU

Transferability Status

Approved

De Anza GE	Area(s)	Status	Approval Date	End Date	-
2G3X	De Anza GE Area 3 - Arts and Humanities	Approved	No value	No value	No - defined.

Cal-GETC	Area(s)	Status	Approval Date	End Date	-
CA3B	Cal-GETC Area 3B - Humanities	Approved	No value	No value	No - defined.

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

Yes

If yes, identify the lower-division UC course and campus.

No Value

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	4
Maximum Credit Units	4
Total Course In-Class (Contact) Hours	48
Total Course Out-of-Class Hours	96
Total Student Learning Hours	144

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Class

Course Student Hours

Course Duration (Weeks)	12

Lecture Hours	4	8
Laboratory Hours	0	0
NA Hours	0	0

Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	48
Laboratory	0
NA	0
Total	48
Course Out-of-Class Hours	
Lecture	96
Laboratory	0
NA	0
Total	96

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

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 Collaborative learning and small group exercises Collaborative projects

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.

Methods of Evaluation	Methods of Evaluation
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.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- None

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Acevedo, Elizabeth	The Poet X	HarperTeen	2018	
Ribay, Randy	Everything We Never Had	Kokila	2024	
Saenz, Benjamin Alire	Aristotle and Dante Discover the Secrets of the Universe	Simon and Schuster for Young Readers	2012	
Tahir, Sabaa	All My Rage	Penguin	2023	
Thomas, Angie	The Hate You Give	Harper Collins	2018	

Suggested Reading List

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

Learning Outcomes

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.

CSLOs

Analyze defining formal and stylistic attributes of Young Adult Literature across literary genres. Expected SLO Performance: 0.0

Analyze Young Adult literary texts from multiple critical perspectives. Expected SLO Performance: 0.0

Outline

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 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.

Blue Form

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

1. Is the unit(s) change required for articulation?

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

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

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

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

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

- ENGL C1000 or ENGL C1000H or ESL D005.

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

- (See general education pages for the requirements this course meets.)

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

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.

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.

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

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

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

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

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

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

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

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

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

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

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

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

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

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

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

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

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

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

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

H-Matrix Form

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

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

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

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

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

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

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.)

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 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.)

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.

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

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.

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.)

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 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 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

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 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.)

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

Stage 2: Department Chair

No Value

Stage 3: DEI

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
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.	There's no OER as of now. All texts are low-cost.
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.	Yes, the do.
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.	Yes to 1 & 2 but not adding to COR.
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

Stage 5: De Anza General Education

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
4/29/26	Matrix A	All that apply	Required	Please complete for your English advisory	Y (KE)

Stage 7: Dean of Online Learning

No Value

Stage 8: SLO Coordinator

No Value

Stage 10: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

ELIT 028

Course Status

New

Course Characteristics

- NA

Cross-Listed/Related Course Information

- NA

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

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). -sw

De Anza College

Course Outline of Record Report

06/08/2026

ELITD039. : Contemporary Literature

General Information

Faculty Initiator:	• Kim Palmore • Chow, Karen • Quinn, Roseanne
Attachments:	Hybrid_ELIT_39_2027F.pdf Online_ELIT_39_2027F.pdf
Course ID (CB01A and CB01B) :	ELITD039.
Short Course Title:	CONTEMPORARY LITERATURE
Course Title (CB02) :	Contemporary Literature
Department:	ELIT - English Literature
Effective Term:	Fall 2027
TOP Code (CB03) :	(1503.00) Comparative Literature
CIP Code:	(16.0104) Comparative Literature
SAM Priority Code (CB09) :	E - Non-Occupational
Distance Education Approved:	Yes
Course Control Number:	CCC000015828
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	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
Mode of Delivery:	• Online • Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	• English
Discipline 2:	No value
Discipline 3:	No value
FSA:	• FHDA FSA - ENGLISH

Formerly Statement

Formerly Statement

No Value

Course Justification

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.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

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

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review

Please check all areas in the COR that address DEI.

- [x] Basic Course Information - Course Description
- [x] Specifications - Assignments
- [x] Specifications - Examples of Primary Texts and References
- [x] Specifications - Methods of Instruction
- [x] Specifications - Methods of Evaluation
- [x] Outline - Course Outline

Please summarize the ways in which your course includes DEI.

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.

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

☑ Course is part of a program

Associated Program	Award Type	Active
Cal-GETC	Certificate of Achievement-Advanced (COA-A)	Fall 2025
Cal-GETC (In Development)	Certificate of Achievement-Advanced (COA-A)	Fall 2026
English	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
English	Associate in Arts (A.A.) Degree	Fall 2026
English for Transfer	Associate in Arts for Transfer (A.A.-T.) Degree	Fall 2025
English for Transfer (In Development)	Associate in Arts for Transfer (A.A.-T.) Degree	Fall 2026
Liberal Arts (Arts and Letters Emphasis)	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
Liberal Arts (Arts and Letters Emphasis)	Associate in Arts (A.A.) Degree	Fall 2026

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)	Transferability Status
Transferable to both UC and CSU	Approved

De Anza GE	Area(s)	Status	Approval Date	End Date	-
2G3X	De Anza GE Area 3 - Arts and Humanities	Approved	No value	No value	No - defined.

Cal-GETC	Area(s)	Status	Approval Date	End Date	-
CA3B	Cal-GETC Area 3B - Humanities	Approved	No value	No value	No - defined.

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

Yes

If yes, identify the lower-division UC course and campus.

No Value

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	4
Maximum Credit Units	4
Total Course In-Class (Contact) Hours	48
Total Course Out-of-Class Hours	96
Total Student Learning Hours	144

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	4	8
Laboratory Hours	0	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	48
Laboratory	0
NA	0
Total	48
Course Out-of-Class Hours	
Lecture	96
Laboratory	0
NA	0
Total	96

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

Methods of Instruction

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

A. 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.

B. 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.

C. Student's evaluation of, and/or attendance at, local, or on-line, poetry readings, author readings, films and plays by contemporary authors.

Methods of Evaluation	**Methods of Evaluation**
Methods of Evaluation	A. Analytical essay(s)demonstrating understanding of the synthesis of technique and theme in contemporary fiction. B. Student's performance on quizzes, examinations, oral presentations, and active class participation to assess student preparedness and comprehension of individual concepts and readings. C. 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

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Banerjee, Neelanjana, Summi Kaipa, and Pireeni Sundaralingam	Indivisible: An Anthology of Contemporary South Asian American Poetry	University of Arkansas Press	2010	
Ngozi Adichie, Chimamanda	One World: A Global Anthology of Short Stories	New Internationalist	2009	
Turlington, Anna; Horton, Matthew; Dodson, Karen; Getty, Laura, and Kwon, Kyounghye	Compact Anthology of World Literature II: Volumes 4, 5, and 6	Gallileo Open Learning Materials (OER)	2018	https://oer.galileo.usg.edu/cgi/viewcontent.cgi?article=1018&context=english-textbooks
Holt, Sid	The Best American Magazine Writing 2022	Columbia University Press	2022	

Suggested Reading List

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.

Learning Outcomes

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.

CSLOs

Demonstrate the ability to analyze the diverse range of contemporary literary forms, focusing on works created after WWII.
Expected SLO Performance: 0.0

Demonstrate global, cultural, and social awareness by assessing the influence of contemporary culture, politics, psychology, and history within literature.
Expected SLO Performance: 0.0

Outline

Course Outline

A. 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.

B. 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.

C. 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.

D. 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.
   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.

E. 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.

Blue Form

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

1. Is the unit(s) change required for articulation?

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

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

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

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

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

- ENGL C1000 or ENGL C1000H or ESL D005.

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

- (See general education pages for the requirements this course meets.)

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

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.

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.

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.

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.

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

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

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

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

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

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

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

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

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

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

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

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

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

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

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

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

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

H-Matrix Form

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

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

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

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

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

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

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.)

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.)

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.

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

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.)

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.)

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.)

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

Stage 2: Department Chair

No Value

Stage 3: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response

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
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.	
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.	

Stage 4: Articulation Officer

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

Stage 6: Content Review Matrix Liaison

No Value

Stage 7: Dean of Online Learning

No Value

Stage 8: SLO Coordinator

No Value

Stage 10: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

ELIT 039

Course Status

Non-substantial

Course Characteristics

- NA

Cross-Listed/Related Course Information

- NA

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

10/15/2019

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

De Anza College

Course Outline of Record Report

06/08/2026

ELITD46AH : Major British Writers (Medieval and Renaissance) - HONORS

General Information

Faculty Initiator:	• Brian Malone
Course ID (CB01A and CB01B) :	ELITD46AH
Short Course Title:	MAJOR BRIT WRTRS (MED-REN)-HON
Course Title (CB02) :	Major British Writers (Medieval and Renaissance) - HONORS
Department:	ELIT - English Literature
Effective Term:	Fall 2027
TOP Code (CB03) :	(1501.00) English
CIP Code:	(23.0101) English Language and Literature, General
SAM Priority Code (CB09) :	E - Non-Occupational
Distance Education Approved:	No
Course Control Number:	CCC000592157
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	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
Mode of Delivery:	• In person ONLY
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	• English
Discipline 2:	No value
Discipline 3:	No value
FSA:	• FHDA FSA - ENGLISH

Formerly Statement

Formerly Statement

No Value

Course Justification

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 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, 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.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

Yes - don't forget to duplicate the revisions in the honors/non-honors course

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review

Please check all areas in the COR that address DEI.

- [x] Basic Course Information - Course Description
- [x] Specifications - Assignments
- [x] Specifications - Examples of Primary Texts and References
- [ ] Specifications - Methods of Instruction
- [x] Specifications - Methods of Evaluation
- [x] Outline - Course Outline

Please summarize the ways in which your course includes DEI.

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.

Course Development Options

Basic Skill Status (CB08)

Course Special Class Status (CB13)

Grade Options

Course is not a basic skills course.

Course is not a special class.

- Letter Grade
- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program	Award Type	Active
Cal-GETC	Certificate of Achievement-Advanced (COA-A)	Fall 2025
Cal-GETC (In Development)	Certificate of Achievement-Advanced (COA-A)	Fall 2026
English	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
English	Associate in Arts (A.A.) Degree	Fall 2026
English for Transfer	Associate in Arts for Transfer (A.A.-T.) Degree	Fall 2025
English for Transfer (In Development)	Associate in Arts for Transfer (A.A.-T.) Degree	Fall 2026
Liberal Arts (Arts and Letters Emphasis)	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
Liberal Arts (Arts and Letters Emphasis)	Associate in Arts (A.A.) Degree	Fall 2026

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)	Transferability Status
Transferable to both UC and CSU	Approved

De Anza GE	Area(s)	Status	Approval Date	End Date	-
2G3X	De Anza GE Area 3 - Arts and Humanities	Approved	No value	No value	No - defined.

Cal-GETC	Area(s)	Status	Approval Date	End Date	-
CA3B	Cal-GETC Area 3B - Humanities	Approved	No value	No value	No - defined.

C-ID	Area(s)	Status	Approval Date	End Date	-
ENGL	English	Approved	No value	No value	(ELIT D046A or ELIT D46AH) & (ELIT D046B or ELIT D46BH) required for C-ID ENGL 160

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

Yes

If yes, identify the lower-division UC course and campus.

No Value

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	4
Maximum Credit Units	4
Total Course In-Class (Contact) Hours	48
Total Course Out-of-Class Hours	96
Total Student Learning Hours	144

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	4	8
Laboratory Hours	0	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	48
Laboratory	0
NA	0
Total	48
Course Out-of-Class Hours	
Lecture	96
Laboratory	0
NA	0
Total	96

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

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

Assignments

A. 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.
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.
    2. The remaining writing requirement:
        a. May be fulfilled in a midterm or project.
        b. 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.
        c. May include an assignment that requires students to connect the texts to their own lives, backgrounds, and experiences.
C. Reading aloud of poems and enactment of scenes from plays.
D. Group-centered tasks that encourage critical responses to the reading.
E. Written final examination
F. An Honors Project assignment, which 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.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

A. Quizzes to evaluate comprehension and mastery of assigned texts, key terms, and concepts.
B. Participation in class discussion to evaluate ability to make an argument, to think critically, and to use textual support.
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. The instructor will provide examples of strong responses to this assignment to clarify expectations.
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.
F. 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

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Robinson, Bonnie J., and Laura J. Getty, editors.	British Literature: Middle Ages to the Eighteenth Century and Neoclassicism.	University of North Georgia Press.	2026. Digital Edition [Open Educational Resource].	978-1-940771-28-1
Greenblatt, Stephen, editor.	The Norton Anthology of English Literature.	Norton.	2024. 11th Edition.	

Suggested Reading List

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*.

Learning Outcomes

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.

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

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

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

Outline

Course Outline

A. 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.

B. 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.

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 native peoples upon the English world view.

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.

E. 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.

F. Produce analytical and challenging work in the Honors assignment.
   1. Evaluate critically secondary texts.
   2. Demonstrate in-depth comprehension of course content.

Blue Form

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

1. Is the unit(s) change required for articulation?

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

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

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

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

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Req/Adv

Prerequisite(s):

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

Advisory(ies):

No Value

Advisory(ies) - Other:

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.)

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

- (Eligibility for college-level composition as determined by college assessment or other appropriate methods.)

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

- (See general education pages for the requirements this course meets.)

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

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.

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.

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

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

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

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

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

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

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

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

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

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

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

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

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

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

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

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

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

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

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

H-Matrix Form

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

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.

(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

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

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

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

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.)

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.)

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.)

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.

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.)

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.)

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.)

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

Stage 2: Department Chair

No Value

Stage 3: DEI

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 describe the knowledge, skills, and abilities students will gain upon the completion of the course	Y
03/23/2026	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, and added to the DEI statement.
03/23/2026	Specifications	Assignments	Suggested	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.	Thank you! #2 has been added as an option for the additional writing in Assignments.
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.	Added to the evaluation method for the formal paper.

Stage 4: Articulation Officer

No Value

Stage 5: De Anza General Education

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
4/16/26	Matrix H	Objective 2	Required	Complete for your Limitation on Enrollment	Y

Stage 7: Dean of Online Learning

No Value

Stage 8: SLO Coordinator

No Value

Stage 10: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

ELIT 046AH

Course Status

Non-substantial

Course Characteristics

- Honors

Cross-Listed/Related Course Information

- NA

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

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

De Anza College

Course Outline of Record Report

06/08/2026

ELITD046A : Major British Writers (Medieval and Renaissance)

General Information

Faculty Initiator:	• Brian Malone
Course ID (CB01A and CB01B) :	ELITD046A
Short Course Title:	MAJOR BRITISH WRITRS:MED
Course Title (CB02) :	Major British Writers (Medieval and Renaissance)
Department:	ELIT - English Literature
Effective Term:	Fall 2027
TOP Code (CB03) :	(1501.00) English
CIP Code:	(23.0101) English Language and Literature, General
SAM Priority Code (CB09) :	E - Non-Occupational
Distance Education Approved:	No
Course Control Number:	CCC000251606
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	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
Mode of Delivery:	• In person ONLY
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	• English
Discipline 2:	No value
Discipline 3:	No value
FSA:	• FHDA FSA - ENGLISH

Formerly Statement

Formerly Statement

No Value

Course Justification

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 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, and political issues that impacted Medieval and Renaissance literature in Great Britain.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

Yes - don't forget to duplicate the revisions in the honors/non-honors course

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review

Please check all areas in the COR that address DEI.

- [x] Basic Course Information - Course Description
- [x] Specifications - Assignments
- [x] Specifications - Examples of Primary Texts and References
- [ ] Specifications - Methods of Instruction
- [x] Specifications - Methods of Evaluation
- [x] Outline - Course Outline

Please summarize the ways in which your course includes DEI.

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.

Course Development Options

Basic Skill Status (CB08)

Course Special Class Status (CB13)

Course is not a basic skills course.

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program	Award Type	Active
Cal-GETC	Certificate of Achievement-Advanced (COA-A)	Fall 2025
Cal-GETC (In Development)	Certificate of Achievement-Advanced (COA-A)	Fall 2026
English	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
English	Associate in Arts (A.A.) Degree	Fall 2026
English for Transfer	Associate in Arts for Transfer (A.A.-T.) Degree	Fall 2025
English for Transfer (In Development)	Associate in Arts for Transfer (A.A.-T.) Degree	Fall 2026
Liberal Arts (Arts and Letters Emphasis)	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
Liberal Arts (Arts and Letters Emphasis)	Associate in Arts (A.A.) Degree	Fall 2026

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Transferable to both UC and CSU

Transferability Status

Approved

De Anza GE	Area(s)	Status	Approval Date	End Date	-
2G3X	De Anza GE Area 3 - Arts and Humanities	Approved	No value	No value	No - defined.

Cal-GETC	Area(s)	Status	Approval Date	End Date	-
CA3B	Cal-GETC Area 3B - Humanities	Approved	No value	No value	No - defined.

C-ID	Area(s)	Status	Approval Date	End Date	-
ENGL	English	Approved	No value	No value	(ELIT D046A or ELIT D46AH) & (ELIT D046B or ELIT D46BH) required for C-ID ENGL 160

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

Yes

If yes, identify the lower-division UC course and campus.

No Value

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	4
Maximum Credit Units	4
Total Course In-Class (Contact) Hours	48
Total Course Out-of-Class Hours	96

Total Student Learning Hours 144

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	4	8
Laboratory Hours	0	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	48
Laboratory	0
NA	0
Total	48
Course Out-of-Class Hours	
Lecture	96
Laboratory	0
NA	0
Total	96

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

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

Assignments

A. 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.
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 (or series of essays) about the assigned reading and must demonstrate some achievement of the course goals.
    2. The remaining writing requirement:
        a. Must include a midterm, final exam or project.
        b. May also be drawn from a variety of other activities, such as: reading quizzes; reader responses; reports, summaries; additional essays, long or short.
        c. May include an assignment that requires students to connect the texts to their own lives, backgrounds, and experiences.
C. Reading aloud of poems and enactment of scenes from plays.
D. Group-centered tasks that encourage critical responses to the reading.
E. Written final examination

Methods of Evaluation	**Methods of Evaluation**
Methods of Evaluation	A. Quizzes to evaluate comprehension and mastery of assigned texts, key terms, and concepts. B. Participation in class discussion to evaluate ability to make an argument, to think critically, and to use textual support. 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. The instructor will provide examples of strong responses to this assignment to clarify expectations. 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.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- None

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN

Robinson, Bonnie J., and Laura J. Getty, editors.	British Literature: Middle Ages to the Eighteenth Century and Neoclassicism.	University of North Georgia Press.	2026. Digital Edition [Open Educational Resource].	978-1-940771-28-1
Greenblatt, Stephen, editor.	The Norton Anthology of English Literature	Norton	2024. 11th Edition.	

Suggested Reading List

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.*

Learning Outcomes

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.

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

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

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

Outline

Course Outline

A. 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.

B. 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.

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.

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.

E. 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.

Blue Form

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

1. Is the unit(s) change required for articulation?

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

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

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

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

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Req/Adv

Prerequisite(s):

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

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

- (Not open to students with credit in the Honors Program related course.)

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

- (Eligibility for college-level composition as determined by college assessment or other appropriate methods.)

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

- (See general education pages for the requirements this course meets.)

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

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.

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.

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

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

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

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

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

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

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

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

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

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

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

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

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

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

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

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

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

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

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

H-Matrix Form

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

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

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

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

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

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

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.)

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.)

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.)

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.

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.)

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.)

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.)

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

Stage 2: Department Chair

No Value

Stage 3: DEI

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
03/23/2026	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. Added to the DEI statement.
03/23/2026	Specifications	Assignments	Suggested	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.	Thank you! I have added #2 as an option for the additional writing assignments.
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

Stage 5: De Anza General Education

No Value

Stage 6: Content Review Matrix Liaison

No Value

Stage 7: Dean of Online Learning

No Value

Stage 8: SLO Coordinator

No Value

Stage 10: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

ELIT 046A

Course Status

Non-substantial

Course Characteristics

- NA

Cross-Listed/Related Course Information

- NA

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

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

De Anza College

Course Outline of Record Report

06/08/2026

ELITD46BH : Major British Writers (Neo-Classical and Romantic) - HONORS

General Information

Faculty Initiator:	• Julie Pesano • Endow, Katelyn
Attachments:	Hybrid_ELIT_46BH_2027F.pdf Online_ELIT_46BH_2027F.pdf
Course ID (CB01A and CB01B) :	ELITD46BH
Short Course Title:	MAJOR BRIT WRTRS(NEO/ROM)-HON
Course Title (CB02) :	Major British Writers (Neo-Classical and Romantic) - HONORS
Department:	ELIT - English Literature
Effective Term:	Fall 2027
TOP Code (CB03) :	(1501.00) English
CIP Code:	(23.0101) English Language and Literature, General
SAM Priority Code (CB09) :	E - Non-Occupational
Distance Education Approved:	Yes
Course Control Number:	CCC000592158
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	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
Mode of Delivery:	• Online • Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	• English
Discipline 2:	No value
Discipline 3:	No value

FSA:	• FHDA FSA - ENGLISH

Formerly Statement

Formerly Statement

No Value

Course Justification

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.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

Yes - don't forget to duplicate the revisions in the honors/non-honors course

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review

Please check all areas in the COR that address DEI.

- [x] 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.

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.

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

☑ Course is part of a program

Associated Program	Award Type	Active
Cal-GETC	Certificate of Achievement-Advanced (COA-A)	Fall 2025
Cal-GETC (In Development)	Certificate of Achievement-Advanced (COA-A)	Fall 2026
English	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
English	Associate in Arts (A.A.) Degree	Fall 2026
English for Transfer	Associate in Arts for Transfer (A.A.-T.) Degree	Fall 2025
English for Transfer (In Development)	Associate in Arts for Transfer (A.A.-T.) Degree	Fall 2026
Liberal Arts (Arts and Letters Emphasis)	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
Liberal Arts (Arts and Letters Emphasis)	Associate in Arts (A.A.) Degree	Fall 2026

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Transferable to both UC and CSU

Transferability Status

Approved

De Anza GE	Area(s)	Status	Approval Date	End Date	-
2G3X	De Anza GE Area 3 - Arts and Humanities	Approved	No value	No value	No - defined.

Cal-GETC	Area(s)	Status	Approval Date	End Date	-
CA3B	Cal-GETC Area 3B - Humanities	Approved	No value	No value	No - defined.

C-ID	Area(s)	Status	Approval Date	End Date	-
ENGL	English	Approved	No value	No value	• (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

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

Yes

If yes, identify the lower-division UC course and campus.

No Value

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	4
Maximum Credit Units	4
Total Course In-Class (Contact) Hours	48
Total Course Out-of-Class Hours	96
Total Student Learning Hours	144

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	4	8
Laboratory Hours	0	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	48
Laboratory	0
NA	0
Total	48
Course Out-of-Class Hours	
Lecture	96
Laboratory	0
NA	0
Total	96

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class

No Value	No Value	No Value	No Value

SKIP

No Value

Specifications

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

Assignments

A. Readings by and about the major writers of this period. Readings may be assigned by author or by genre.
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.
    2. The remaining writing requirement:
        a. May be fulfilled in a midterm or project
        b. 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.
C. Reading aloud of texts.
D. Group-centered tasks that encourage critical responses to the reading.
E. Written final examination.
F. 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 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.

Methods of Evaluation	**Methods of Evaluation**
Methods of Evaluation	A. Quizzes to evaluate comprehension and mastery of assigned texts, key terms, and concepts. B. Participation in class discussion to evaluate ability to make an argument, to think critically, and to use textual support. 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. E. Preparing for and leading discussion groups to evaluate ability to analyze texts and to synthesize critical views with texts read

in the class.

F. 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

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Greenblatt, Stephen and M.H. Abrams.	The Norton Anthology of English Literature.	W.W Norton,	2024/11th edition	9781324062752
Greer, Germaine, et. al.	Kissing the Rod: An Anthology of 17th-Century Women's Verse.	Farrar, Straus, and Giroux	1989	0374521646

Suggested Reading List

Reading List

May include, but are not limited to

List:

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.
- 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 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. *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)

Learning Outcomes

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.

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

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

Outline

Course Outline

A. 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.
B. 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.
C. 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
        a. Explore the impact of Restoration politics on Neoclassical literature.
        b. 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.
        a. Understand the impact of Rational Philosophy on Neoclassical literature.
        b. 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.
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.
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.
    2. Study examples of criticism and rhetoric of the periods to understand what features of literary style were most valued.
F. 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.
G. 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
H. Produce analytical and challenging work in the Honors assignment.
    1. Critically evaluate secondary texts.
    2. Demonstrate in-depth comprehension of course content.

Blue Form

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

1. Is the unit(s) change required for articulation?

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

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

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

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

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Req/Adv

Prerequisite(s):

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

Advisory(ies):

No Value

Advisory(ies) - Other:

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.)

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

- (Eligibility for college-level composition as determined by college assessment or other appropriate methods.)

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

- (See general education pages for the requirements this course meets.)

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

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

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

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.

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.

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.

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.

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.

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).

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

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.

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.

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

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

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

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

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

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

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

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

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

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

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

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

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

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

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

H-Matrix Form

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

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.

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

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

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

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

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.)

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.)

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.

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

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.)

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.)

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.)

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

Stage 2: Department Chair

No Value

Stage 3: DEI

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
04/06/2026	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/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
04/06/2026	Specifications	Assignments	Suggested	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. NA
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

Stage 5: De Anza General Education

No Value

Stage 6: Content Review Matrix Liaison

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

Stage 8: SLO Coordinator

No Value

Stage 10: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

ELIT 046BH

Course Status

Non-substantial

Course Characteristics

- Honors

Cross-Listed/Related Course Information

- NA

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

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

De Anza College

Course Outline of Record Report

06/08/2026

ELITD046B : Major British Writers (Neo-Classical and Romantic)

General Information

Faculty Initiator:	• Julie Pesano • Roberts, Becky • Quinn, Roseanne • Endow, Katelyn
Attachments:	Hybrid_ELIT_46B_2027F.pdf Online_ELIT_46B_2027F.pdf
Course ID (CB01A and CB01B) :	ELITD046B
Short Course Title:	MAJOR BRITISH WRITRS:NEO
Course Title (CB02) :	Major British Writers (Neo-Classical and Romantic)
Department:	ELIT - English Literature
Effective Term:	Fall 2027
TOP Code (CB03) :	(1501.00) English
CIP Code:	(23.0101) English Language and Literature, General
SAM Priority Code (CB09) :	E - Non-Occupational
Distance Education Approved:	Yes
Course Control Number:	CCC000341601
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	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
Mode of Delivery:	• Online • Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	• English
Discipline 2:	No value
Discipline 3:	No value

FSA:

- FHDA FSA - ENGLISH

Formerly Statement

Formerly Statement

No Value

Course Justification

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.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

Yes - don't forget to duplicate the revisions in the honors/non-honors course

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review

Please check all areas in the COR that address DEI.

- [x] 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.

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.

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

Course Prior To College Level

Repeatability Statement

0	Not applicable.	No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program	Award Type	Active
Cal-GETC	Certificate of Achievement-Advanced (COA-A)	Fall 2025
Cal-GETC (In Development)	Certificate of Achievement-Advanced (COA-A)	Fall 2026
English	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
English	Associate in Arts (A.A.) Degree	Fall 2026
English for Transfer	Associate in Arts for Transfer (A.A.-T.) Degree	Fall 2025
English for Transfer (In Development)	Associate in Arts for Transfer (A.A.-T.) Degree	Fall 2026
Liberal Arts (Arts and Letters Emphasis)	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
Liberal Arts (Arts and Letters Emphasis)	Associate in Arts (A.A.) Degree	Fall 2026

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Transferable to both UC and CSU

Transferability Status

Approved

De Anza GE	Area(s)	Status	Approval Date	End Date	-
2G3X	De Anza GE Area 3 - Arts and Humanities	Approved	No value	No value	No - defined.

Cal-GETC	Area(s)	Status	Approval Date	End Date	-
CA3B	Cal-GETC Area 3B - Humanities	Approved	No value	No value	No - defined.

C-ID	Area(s)	Status	Approval Date	End Date	-
ENGL	English	Approved	No value	No value	• (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

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

Yes

If yes, identify the lower-division UC course and campus.

No Value

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	4
Maximum Credit Units	4
Total Course In-Class (Contact) Hours	48
Total Course Out-of-Class Hours	96

Total Student Learning Hours 144

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	4	8
Laboratory Hours	0	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	48
Laboratory	0
NA	0
Total	48
Course Out-of-Class Hours	
Lecture	96
Laboratory	0
NA	0
Total	96

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

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

Assignments

A. Readings by and about the major writers of this period. Readings may be assigned by author or by genre.
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.
    2. The remaining writing requirement:
        a. May be fulfilled in a midterm or project
        b. 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.
C. Reading aloud of texts.
D. Group-centered tasks that encourage critical responses to the reading.
E. Written final examination

Methods of Evaluation	**Methods of Evaluation**
Methods of Evaluation	A. Quizzes to evaluate comprehension and mastery of assigned texts, key terms, and concepts. B. Participation in class discussion to evaluate ability to make an argument, to think critically, and to use textual support. 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. E. Preparing for and leading discussion groups to evaluate ability to analyze texts and to synthesize critical views with texts read in the class.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- None

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Greenblatt, Stephen and M.H. Abrams.	The Norton Anthology of English Literature.	W.W Norton,	2024/11th edition	9781324062752

Greer, Germaine, et. al.	Kissing the Rod: An Anthology of 17th-Century Women's Verse.	Farrar, Straus, and Giroux	1989	0374521646

Suggested Reading List

Reading List

May include, but are not limited to

List:

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.
- 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 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. *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)

Learning Outcomes

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.

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

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

Outline

Course Outline

A. 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.
B. 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.

C. 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
    a. Explore the impact of Restoration politics on Neoclassical literature.
    b. 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.
    a. Understand the impact of Rational Philosophy on Neoclassical literature.
    b. 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.

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.

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.
2. Study examples of criticism and rhetoric of the periods to understand what features of literary style were most valued.

F. 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.

G. 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

Blue Form

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

1. Is the unit(s) change required for articulation?

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

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

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

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

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Req/Adv

Prerequisite(s):

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

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

- (Not open to students with credit in the Honors Program related course.)

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

- (Eligibility for college-level composition as determined by college assessment or other appropriate methods.)

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

- (See general education pages for the requirements this course meets.)

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

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

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

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.

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.

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.

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.

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.

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).

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

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.

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.

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

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

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

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

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

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

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

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

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

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

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

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

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

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

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

H-Matrix Form

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

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

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

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

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

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

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.)

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.)

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.

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

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.)

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.)

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.)

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

Stage 2: Department Chair

No Value

Stage 3: DEI

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
04/06/2026	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/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
04/06/2026	Specifications	Assignments	Suggested	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.	NA
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

Stage 5: De Anza General Education

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
4/22/46	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

Stage 8: SLO Coordinator

No Value

Stage 10: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

ELIT 046B

Course Status

Non-substantial

Course Characteristics

- NA

Cross-Listed/Related Course Information

- NA

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

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

De Anza College

Course Outline of Record Report

06/08/2026

ELITD46CH : Major British Writers (Victorian and Modern) - HONORS

General Information

Faculty Initiator:	• Lydia Hearn
Course ID (CB01A and CB01B) :	ELITD46CH
Short Course Title:	MAJOR BRIT WRTRS(VIC/MOD)-HON
Course Title (CB02) :	Major British Writers (Victorian and Modern) - HONORS
Department:	ELIT - English Literature
Effective Term:	Fall 2027
TOP Code (CB03) :	(1501.00) English
CIP Code:	(23.0101) English Language and Literature, General
SAM Priority Code (CB09) :	E - Non-Occupational
Distance Education Approved:	Yes
Course Control Number:	CCC000592159
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
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, 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
Mode of Delivery:	• Online • Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	• English
Discipline 2:	No value
Discipline 3:	No value
FSA:	• FHDA FSA - ENGLISH

Formerly Statement

Formerly Statement

No Value

Course Justification

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.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

Yes - don't forget to duplicate the revisions in the honors/non-honors course

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review

Please check all areas in the COR that address DEI.

- [ ] Basic Course Information - Course Description
- [x] Specifications - Assignments
- [x] Specifications - Examples of Primary Texts and References
- [x] Specifications - Methods of Instruction
- [x] Specifications - Methods of Evaluation
- [x] Outline - Course Outline

Please summarize the ways in which your course includes DEI.

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.

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit	Course Prior To College Level	Repeatability Statement
0	Not applicable.	No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program	Award Type	Active
Cal-GETC	Certificate of Achievement-Advanced (COA-A)	Fall 2025
Cal-GETC (In Development)	Certificate of Achievement-Advanced (COA-A)	Fall 2026
English	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
English	Associate in Arts (A.A.) Degree	Fall 2026
English for Transfer	Associate in Arts for Transfer (A.A.-T.) Degree	Fall 2025
English for Transfer (In Development)	Associate in Arts for Transfer (A.A.-T.) Degree	Fall 2026
Liberal Arts (Arts and Letters Emphasis)	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
Liberal Arts (Arts and Letters Emphasis)	Associate in Arts (A.A.) Degree	Fall 2026

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)	Transferability Status
Transferable to both UC and CSU	Approved

De Anza GE	Area(s)	Status	Approval Date	End Date	-
2G3X	De Anza GE Area 3 - Arts and Humanities	Approved	No value	No value	No - defined.

Cal-GETC	Area(s)	Status	Approval Date	End Date	-
CA3B	Cal-GETC Area 3B - Humanities	Approved	No value	No value	No - defined.

C-ID	Area(s)	Status	Approval Date	End Date	-
ENGL	English	Approved	No value	No value	(ELIT D046B or ELIT D46BH) & (ELIT D046C or ELIT D46CH) required for C-ID ENGL 165

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

Yes

If yes, identify the lower-division UC course and campus.

No Value

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	4
Maximum Credit Units	4
Total Course In-Class (Contact) Hours	48
Total Course Out-of-Class Hours	96
Total Student Learning Hours	144

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	4	8
Laboratory Hours	0	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	48
Laboratory	0
NA	0
Total	48
Course Out-of-Class Hours	
Lecture	96
Laboratory	0
NA	0
Total	96

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

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

Assignments

A. Readings by and about the major writers of this period. Readings may be assigned by author or by genre.
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.
    2. The remaining writing requirement:
        a. May be fulfilled in a midterm or final exam project
        b. 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.
C. Reading aloud of texts.
D. Group-centered tasks that encourage critical responses to the reading.
E. Written final examination.
F. 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

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.
B. 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.
C. Students will also be evaluated based on their performance on a written final examination.
D. 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.
E. 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

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN

Robinson, Bonnie J.	British Literature II: Romantic Era to the Twentieth Century and Beyond	University of North Georgia Press (oer.galileo.usg.edu/english-textbooks/16/)	2018	
Greenblatt, Stephen	The Norton Anthology of English Literature, vol. D, E, & F 11th edition.	Norton	2024	9781324072812

Suggested Reading List

Reading List

List:

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 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 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.

Learning Outcomes

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.

CSLOs

Demonstrate an understanding of the prevailing economic, philosophical and ideological views of British culture during this period.
Expected SLO Performance: 0.0

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

Outline

Course Outline

A. 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.

B. 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.

C. 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
a. 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.
b. Explore the legacy of colonialism, particularly in the works of Conrad, Joyce, Rhys, and Achebe.
c. 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 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.

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, 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.

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.
2. Study examples of criticism and rhetoric of the periods to understand what features of literary style were most valued.

F. 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.

G. 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.

H. Produce analytical and challenging work in the Honors assignment.
1. Evaluate critically secondary texts.
2. Demonstrate in-depth comprehension of course content.

Blue Form

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

1. Is the unit(s) change required for articulation?

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

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

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

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

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Req/Adv

Prerequisite(s):

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

Advisory(ies):

No Value

Advisory(ies) - Other:

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.)

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

- (Eligibility for college-level composition as determined by college assessment or other appropriate methods.)

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

- (See general education pages for the requirements this course meets.)

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

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

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

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.

Objective 2: Develop analytical ideas and topics for essays.

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.

Objective 3: Compose and support thesis statements for analytical essays.

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.

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.

Objective 5: Identify and practice writing for different audiences and purposes.

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 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

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.

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.

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

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.

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

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

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

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

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

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

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

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

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

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

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

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

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

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

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

H-Matrix Form

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

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.

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

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

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

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

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.)

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.

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.)

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).

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

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.)

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.)

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.)

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

Stage 2: Department Chair

No Value

Stage 3: DEI

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
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
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
4/9/2026	Specifications	Assignments	Suggested	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.	Y
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

Stage 5: De Anza General Education

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
4/27/26	Matrix H	Objective 2	Required	Please complete for your Honors Limitation on Enrollment	Y

Stage 7: Dean of Online Learning

No Value

Stage 8: SLO Coordinator

No Value

Stage 10: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

ELIT 046CH

Course Status

Non-substantial

Course Characteristics

- Honors

Cross-Listed/Related Course Information

- NA

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

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

De Anza College

Course Outline of Record Report

06/08/2026

ELITD046C : Major British Writers (Victorian and Modern)

General Information

Faculty Initiator:	• Lydia Hearn
Attachments:	Hybrid_ELIT_46C_2027F.pdf Online_ELIT_46C_2027F.pdf
Course ID (CB01A and CB01B) :	ELITD046C
Short Course Title:	MAJOR BRIT WRTRS (VICTORN/MOD)
Course Title (CB02) :	Major British Writers (Victorian and Modern)
Department:	ELIT - English Literature
Effective Term:	Fall 2027
TOP Code (CB03) :	(1501.00) English
CIP Code:	(23.0101) English Language and Literature, General
SAM Priority Code (CB09) :	E - Non-Occupational
Distance Education Approved:	Yes
Course Control Number:	CCC000221005
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
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, the Rosettis, Eliot (George) Arnold, Hopkins, Wilde, Lawrence, Hardy, Yeats, Conrad, Joyce, Eliot (T.S.), Beckett, Woolf, and Auden.
Course Type (CB27) :	• Lower Division
Mode of Delivery:	• Online • Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	• English
Discipline 2:	No value
Discipline 3:	No value
FSA:	• FHDA FSA - ENGLISH

Formerly Statement

Formerly Statement

No Value

Course Justification

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.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

Yes - don't forget to duplicate the revisions in the honors/non-honors course

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review

Please check all areas in the COR that address DEI.

- [ ] Basic Course Information - Course Description
- [x] Specifications - Assignments
- [x] Specifications - Examples of Primary Texts and References
- [x] Specifications - Methods of Instruction
- [x] Specifications - Methods of Evaluation
- [x] Outline - Course Outline

Please summarize the ways in which your course includes DEI.

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.

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade

- Pass/No Pass

Repeat Limit	Course Prior To College Level	Repeatability Statement
0	Not applicable.	No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

☑ Course is part of a program

Associated Program	Award Type	Active
Cal-GETC	Certificate of Achievement-Advanced (COA-A)	Fall 2025
Cal-GETC (In Development)	Certificate of Achievement-Advanced (COA-A)	Fall 2026
English	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
English	Associate in Arts (A.A.) Degree	Fall 2026
English for Transfer	Associate in Arts for Transfer (A.A.-T.) Degree	Fall 2025
English for Transfer (In Development)	Associate in Arts for Transfer (A.A.-T.) Degree	Fall 2026
Liberal Arts (Arts and Letters Emphasis)	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
Liberal Arts (Arts and Letters Emphasis)	Associate in Arts (A.A.) Degree	Fall 2026

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)	Transferability Status

Transferable to both UC and CSU	Approved

De Anza GE	Area(s)	Status	Approval Date	End Date	-
2G3X	De Anza GE Area 3 - Arts and Humanities	Approved	No value	No value	No - defined.

Cal-GETC	Area(s)	Status	Approval Date	End Date	-
CA3B	Cal-GETC Area 3B - Humanities	Approved	No value	No value	No - defined.

C-ID	Area(s)	Status	Approval Date	End Date	-
ENGL	English	Approved	No value	No value	(ELIT D046B or ELIT D46BH) & (ELIT D046C or ELIT D46CH) required for C-ID ENGL 165

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

Yes

If yes, identify the lower-division UC course and campus.

No Value

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	4
Maximum Credit Units	4
Total Course In-Class (Contact) Hours	48
Total Course Out-of-Class Hours	96
Total Student Learning Hours	144

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	4	8
Laboratory Hours	0	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	48
Laboratory	0
NA	0
Total	48
Course Out-of-Class Hours	
Lecture	96
Laboratory	0
NA	0
Total	96

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

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

Assignments

A. Readings by and about the major writers of this period. Readings may be assigned by author or by genre.
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.
    2. The remaining writing requirement:
        a. May be fulfilled in a midterm or final exam project
        b. 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.
C. Reading aloud of texts.
D. Group-centered tasks that encourage critical responses to the reading.
E. Written final examination.

Methods of Evaluation

Methods of Evaluation

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.
B. 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.
C. Students will also be evaluated based on their performance on a written final examination.
D. 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.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- None

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Robinson, Bonnie J.	British Literature II: Romantic Era to the Twentieth Century and Beyond	University of North Georgia Press (oer.galileo.usg.edu/english-textbooks/16/)	2018	

Greenblatt, Stephen	The Norton Anthology of English Literature, vol. D, E, & F 11th edition.	Norton	2024	9781324072812

Suggested Reading List

Reading List

May include, but are not limited to

List:

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 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 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.

Learning Outcomes

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.

CSLOs

Demonstrate an understanding of the prevailing economic, philosophical and ideological views of British culture during this period.

Expected SLO Performance: 0.0

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

Outline

Course Outline

A. 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.

B. 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.

C. 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
      a. 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.
      b. Explore the legacy of colonialism, particularly in the works of Conrad, Joyce, Rhys, and Achebe.
      c. 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 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.

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, 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.

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.
   2. Study examples of criticism and rhetoric of the periods to understand what features of literary style were most valued.

F. 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.

G. 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.

Blue Form

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

1. Is the unit(s) change required for articulation?

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

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

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

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

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Req/Adv

Prerequisite(s):

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

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

- (Not open to students with credit in the Honors Program related course.)

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

- (Eligibility for college-level composition as determined by college assessment or other appropriate methods.)

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

- (See general education pages for the requirements this course meets.)

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

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

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

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.

Objective 2: Develop analytical ideas and topics for essays.

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.

Objective 3: Compose and support thesis statements for analytical essays.

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.

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.

Objective 5: Identify and practice writing for different audiences and purposes.

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 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

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.

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.

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

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.

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

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

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

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

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

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

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

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

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

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

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

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

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

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

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

H-Matrix Form

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

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

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

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

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

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

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.)

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.

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.)

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).

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

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.)

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.)

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.)

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

Stage 2: Department Chair

No Value

Stage 3: DEI

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
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
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
4/9/2026	Specifications	Assignments	Suggested	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; (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
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

Stage 5: De Anza General Education

No Value

Stage 6: Content Review Matrix Liaison

No Value

Stage 7: Dean of Online Learning

No Value

Stage 8: SLO Coordinator

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

CO

Sort ID (00 < 10; 0 < 100)

ELIT 046C

Course Status

Non-substantial

Course Characteristics

- NA

Cross-Listed/Related Course Information

- NA

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

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

De Anza College

Course Outline of Record Report

06/08/2026

ELITD047B : World Literature: Africa and Latin America

General Information

Faculty Initiator:	• Tim Shively
Course ID (CB01A and CB01B) :	ELITD047B
Short Course Title:	WORLD LIT: AFRICA AND LATIN AM
Course Title (CB02) :	World Literature: Africa and Latin America
Department:	ELIT - English Literature
Effective Term:	Fall 2027
TOP Code (CB03) :	(1503.00) Comparative Literature
CIP Code:	(16.0104) Comparative Literature
SAM Priority Code (CB09) :	E - Non-Occupational
Distance Education Approved:	No
Course Control Number:	CCC000567536
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
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 contexts.
Course Type (CB27) :	• Lower Division
Mode of Delivery:	• In person ONLY
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	• English
Discipline 2:	No value
Discipline 3:	No value
FSA:	• FHDA FSA - ENGLISH

Formerly Statement

Formerly Statement

No Value

Course Justification

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.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review

Please check all areas in the COR that address DEI.

- [x] Basic Course Information - Course Description
- [ ] Specifications - Assignments
- [x] 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.

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.

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

☑ Course is part of a program

Associated Program	Award Type	Active
Cal-GETC	Certificate of Achievement-Advanced (COA-A)	Fall 2025
Cal-GETC (In Development)	Certificate of Achievement-Advanced (COA-A)	Fall 2026
English	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
English	Associate in Arts (A.A.) Degree	Fall 2026
Liberal Arts (Arts and Letters Emphasis)	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
Liberal Arts (Arts and Letters Emphasis)	Associate in Arts (A.A.) Degree	Fall 2026

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Transferable to both UC and CSU

Transferability Status

Approved

De Anza GE	Area(s)	Status	Approval Date	End Date	-
2G3X	De Anza GE Area 3 - Arts and Humanities	Approved	No value	No value	No - defined.

Cal-GETC	Area(s)	Status	Approval Date	End Date	-
CA3B	Cal-GETC Area 3B - Humanities	Approved	No value	No value	No - defined.

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

Yes

If yes, identify the lower-division UC course and campus.

No Value

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	4
Maximum Credit Units	4
Total Course In-Class (Contact) Hours	48
Total Course Out-of-Class Hours	96
Total Student Learning Hours	144

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

☐ Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	4	8
Laboratory Hours	0	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	48
Laboratory	0
NA	0
Total	48
Course Out-of-Class Hours	
Lecture	96
Laboratory	0
NA	0
Total	96

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

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

Assignments

A. At least 50 pages of reading per week of both primary and critical texts.
B. Assigned group work with classmates to address concerns which arise from individual literary texts.
C. 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.
    a. This essay will demonstrate proficiency in MLA documentation guidelines.
    b. This essay will demonstrate efforts at revision, including proofread to address problems of style, grammar and useage.
2. The remaining will be fulfilled in
    a. A final exam
    b. A variety of assignments such as a midterm, in-class essays and additional papers.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

A. Guided analysis paper to assess mastery of concepts and ability to apply them to course readings.
B. Final exam to assess comprehensive knowledge of course concepts, readings and multiple critical perspectives.
C. Quizzes and mid-term to assess comprehension will be evaluated based upon accuracy of responses based on close readings of assigned tests.
D. 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.
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.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- None

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Donnell, Alison and Sarah Laswon Welsh, editors. The Routledge Reader in Caribbean Literature. London: Routledge, 1996.				
Kalu, Anthonia C., Editor. The Rienner Anthology of African Literature. Boulder: Lynne Rienner Publishers, Inc., 2007.				
Monegal, Emir Rodgíguez, editor. The Borzio Anthology of				

Latin American Literature. New York: Alfred A. Knopf, 1977.			
Ojaide, Tanure and Tijan M. Sallah. The New African Poetry: An Anthology. Boulder: Lynne Rienner Publishers, 1999.			
Tapscott, Stephen. Twentieth-Century Latin American Poetry: A Bilingual Anthology. Austin: University of Texas Press, 1996.			
Brew-Hammond, Nana Ekua, Editor.	Relations: An Anthology of African and Diaspora Voices.	Harper-Collins	2023

Suggested Reading List

Reading List	List
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" 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 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.

Learning Outcomes

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.

CSLOs

Comparatively analyze literature of diverse cultural origins. Expected SLO Performance: 0.0

Evaluate the historical evolution of a culture's literary traditions. Expected SLO Performance: 0.0

Outline

Course 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.

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).

B. 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.
    a. Religious publications such as the "Relaciones" of the Jesuit priests in colonial Latin America.
    b. Secular publications emphasizing the "exotica" of the colonies, such as explorers' journals.
    c. European literary styles such as the Spanish "Baroque."
    d. Slave narratives and other (European) socially relevant topics.
2. Restrictions and hindrances on the publication of literature in the colonies.
    a. Limited opportunities for education meant smaller literate audiences in most colonies.
    b. The printing press outlawed in Brazil.
    c. The novel deemed "immoral" by Spain (threat of Inquisitional persecution).
    d. African Literature based primarily on oral transmission until the rise of printed literature in the late 19th century.

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.
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.
    a. Influence of European figures such as Leautreamont and Wordsworth in Latin America.
    b. The prohibition of "seditious" foreign texts in some Latin American countries.
4. Movements for political independence in much of 19th century Latin America.
    a. The influence of Pan-Latin-American figures such as Bolivar.
    b. Incorporation of African culture in Latin America via former slaves.
    c. Rise of the abolitionist novel in Latin America.
5. African literary production largely ignored outside the individual colonies until the independence movements of the later 20th century.
    a. Africa/Africans featured in the literature of 19th century European writers.
    b. Impact of abolitionist movement on European colonies in Africa.

D. 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.
    a. Consolidation of power by South American "caudillos."
    b. Role of church in justifying conservative governments.
    c. Post WWII colonial withdrawals and the rise of Nationalist African Literature.
    d. South African Apartheid and the International response
2. Imperialist/Expansionist activities of United States government.
    a. The Monroe Doctrine
    b. The Spanish-American War
    c. The U.S.-Mexican War
    d. Cold-War policies.
3. Impact of socially deterministic philosophies.
    a. Influence of Positivism across early 20th century Latin America.
    b. Influence of Marxism in Latin America and Africa.
4. Literary realism as social critique.
    a. Influence of post-romantic European and American authors/social critics (e.g. Emile Zola, Mark Twain, etc.).
    b. Rise of Costumbrista and other Latin American "realist" rooted movements.
    c. Development of "Negritude" and other ethnically centered movements.
    d. Rise of Social Realism in post-independence Africa (e.g. Ngugi).
5. Appropriation of Democracy as an artistic creed.
    a. Influence of United States figures such as Walt Whitman
    b. Critical reconfiguring of democratic models by Latin American authors such as Pablo Neruda.
    c. Rise of "Testimonio" literature and "liberation theologians" such as Ernesto Cardenal

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.
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.
    a. Rejection of "rational supremacy" (i.e. Surrealism and Dadaism).
    b. Emphasis on formal innovation.

c. Tendency to violate convention.
3. Literary reclaiming of ancestral traditions, practices.
a. The rise of Indigenismo in 20th century Latin America.
b. “Mythopeic” African authors such as Chinua Achebe.
4. Influence of modernism on Post-Independence African authors.
a. Emphasis on formal experimentation (e.g. Wole Soyinka).
b. Rejection of totalitarian governments and political activism (e.g. Christopher Okigbo).

F. 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."
a. Buenos Aires and Mexico City develop as Latin American cultural capitals.
b. Spread of Magical Realism across and beyond Latin America.
2. Rise of magical realism as the dominant “mode” of African Fiction.
a. Disillusionment with corruption of African-centered governments.
b. Influence of Latin-American magic-realists on African writers.
c. Displacement strategy for writers working under political oppression.
3. The development of politically self-conscious literature.
a. Development of defamiliarization strategies to emphasize constructedness of narrative.
b. African “Third Generation” poets.
c. Feminist authors such as Isabelle Allende and Bessie Head.
d. “Nihlist” authors such as Dambudzo Marechera.

Blue Form

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

1. Is the unit(s) change required for articulation?

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

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

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

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

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

- ENGL C1000 or ENGL C1000H or ESL D005.

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

- (See general education pages for the requirements this course meets.)

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

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.

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.

Assignments C.1.1: This essay will demonstrate proficiency in MLA documentation guidelines.

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

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.

Methods of Evaluation B: Final exam to assess comprehensive knowledge of course concepts, readings and multiple critical perspectives.

B-Matrix Form

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

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

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

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

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

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

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

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

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

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

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

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

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

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

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

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

H-Matrix Form

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

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

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

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

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

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

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.)

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.)

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.)

Methods of Evaluation A: Guided analysis paper to assess mastery of concepts and ability to apply them to course readings.

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.)

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.

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

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.)

Methods of Evaluation A: Guided analysis paper to assess mastery of concepts and ability to apply them to course readings.

Comments

Stage 2: Department Chair

No Value

Stage 3: DEI

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

4/9/2026	Specifications	Examples of Primary Texts and References	Required	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 appropriate. This will satisfy the required component of this edit - thanks!**	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.
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, for the most part.
4/9/2026	Specifications	Assignments	Suggested	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.
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.

Stage 4: Articulation Officer

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

Stage 6: Content Review Matrix Liaison

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

Stage 8: SLO Coordinator

No Value

Stage 10: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

ELIT 047B

Course Status

Substantial

Course Characteristics

- NA

Cross-Listed/Related Course Information

- NA

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

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). -sw

De Anza College

Course Outline of Record Report

06/08/2026

ELITD48AH : Major American Writers (Colonial to Romantic, 1620-1865) - HONORS

General Information

Faculty Initiator:	• Brian Malone • Quinn, Roseanne
Course ID (CB01A and CB01B) :	ELITD48AH
Short Course Title:	MAJ AMER WRTRS (1620-1865)-HON
Course Title (CB02) :	Major American Writers (Colonial to Romantic, 1620-1865) - HONORS
Department:	ELIT - English Literature
Effective Term:	Fall 2027
TOP Code (CB03) :	(1501.00) English
CIP Code:	(23.0101) English Language and Literature, General
SAM Priority Code (CB09) :	E - Non-Occupational
Distance Education Approved:	No
Course Control Number:	CCC000592160
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	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
Mode of Delivery:	• In person ONLY
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	• English
Discipline 2:	No value
Discipline 3:	No value

FSA:	• FHDA FSA - ENGLISH

Formerly Statement

Formerly Statement

No Value

Course Justification

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 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

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

Yes - don't forget to duplicate the revisions in the honors/non-honors course

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review

Please check all areas in the COR that address DEI.

- [x] Basic Course Information - Course Description
- [x] Specifications - Assignments
- [x] Specifications - Examples of Primary Texts and References
- [ ] Specifications - Methods of Instruction
- [x] Specifications - Methods of Evaluation
- [x] Outline - Course Outline

Please summarize the ways in which your course includes DEI.

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.

Course Development Options

Basic Skill Status (CB08)

Course Special Class Status (CB13)

Grade Options

Course is not a basic skills course.

Course is not a special class.

- Letter Grade
- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program	Award Type	Active
Cal-GETC	Certificate of Achievement-Advanced (COA-A)	Fall 2025
Cal-GETC (In Development)	Certificate of Achievement-Advanced (COA-A)	Fall 2026
English	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
English	Associate in Arts (A.A.) Degree	Fall 2026
English for Transfer	Associate in Arts for Transfer (A.A.-T.) Degree	Fall 2025
English for Transfer (In Development)	Associate in Arts for Transfer (A.A.-T.) Degree	Fall 2026
Liberal Arts (Arts and Letters Emphasis)	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
Liberal Arts (Arts and Letters Emphasis)	Associate in Arts (A.A.) Degree	Fall 2026

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)	Transferability Status
Transferable to both UC and CSU	Approved

De Anza GE	Area(s)	Status	Approval Date	End Date	-
2G3X	De Anza GE Area 3 - Arts and Humanities	Approved	No value	No value	No - defined.

Cal-GETC	Area(s)	Status	Approval Date	End Date	-
CA3B	Cal-GETC Area 3B - Humanities	Approved	No value	No value	No - defined.

C-ID	Area(s)	Status	Approval Date	End Date	-
ENGL	English	Approved	No value	No value	C-ID ENGL 130

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

Yes

If yes, identify the lower-division UC course and campus.

No Value

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	4
Maximum Credit Units	4
Total Course In-Class (Contact) Hours	48
Total Course Out-of-Class Hours	96
Total Student Learning Hours	144

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	4	8
Laboratory Hours	0	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	48
Laboratory	0
NA	0
Total	48
Course Out-of-Class Hours	
Lecture	96
Laboratory	0
NA	0
Total	96

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

Methods of Instruction

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

Assignments

A. 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.
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 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:
        a. Must include a midterm, final exam or project.
        b. May also be drawn from a variety of other activities, such as: reading quizzes; reader responses; reports, summaries; additional essays, long or short.
        c. May include an assignment that requires students to connect the texts to their own lives, backgrounds, and experiences.
D. Reading aloud of poems and passages.
E. Group-centered tasks that encourage critical responses to the reading.
F. Written final examination.
G. 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.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

A. Quizzes to evaluate comprehension and mastery of assigned texts, key terms, and concepts.
B. Participation in class discussion to evaluate ability to make an argument, to think critically, and to use textual support.
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.
D. 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.
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.
F. 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

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Kurant, Wendy, editor.	Becoming America: An Exploration of American Literature from Precolonial to Post-Revolution.	University of North Georgia Press.	2019. Digital Edition [Open Educational Resource].	978-1-940771-46-5
Levine, Robert S., editor.	The Norton Anthology of American Literature.	Norton.	2022. 10th Edition.	

Suggested Reading List

Reading List

May include, but are not limited to

List:

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:

- 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."

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*.

Learning Outcomes

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.

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

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

Outline

Course Outline

A. 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

B. 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 literature of this period including those related to indigenous cultures, genocide, slavery, abolitionism, and women's rights.

C. 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.

D. 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, feminist, queer theory, postcolonial, and new historicist.

E. 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.

F. Produce analytical and challenging work in the Honors assignment.
1. Critically evaluate secondary texts.
2. Demonstrate in-depth comprehension of course content.

Blue Form

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

1. Is the unit(s) change required for articulation?

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

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

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

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

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Req/Adv

Prerequisite(s):

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

Advisory(ies):

No Value

Advisory(ies) - Other:

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.)

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

- (Eligibility for college-level composition as determined by college assessment or other appropriate methods.)

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

- (See general education pages for the requirements this course meets.)

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

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

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

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.

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.

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.

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

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

Methods D: Students will write formal essays analyzing the assigned texts.

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

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

C-Matrix Form

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

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

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

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

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

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

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

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

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

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

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

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

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

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

H-Matrix Form

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

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.

(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

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

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

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

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.)

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.)

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.)

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.

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.)

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.)

Outline B: Assess literary works from this period from a range of racial, gender, cultural, national, and and global perspectives.

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.)

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

Stage 2: Department Chair

No Value

Stage 3: DEI

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
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.	Yes. Added to DEI statement.
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 for your COR, that's fine, just let me know in the Initiator response box.	Yes. Added #2 as an option for the additional writing assignments.
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.	Yes. Added to the formal essay in Methods of Evaluation.

Stage 4: Articulation Officer

No Value

Stage 5: De Anza General Education

No Value

Stage 6: Content Review Matrix Liaison

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

Stage 8: SLO Coordinator

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response

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

CO

Sort ID (00 < 10; 0 < 100)

ELIT 048AH

Course Status

Non-substantial

Course Characteristics

- Honors

Cross-Listed/Related Course Information

- NA

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

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

De Anza College

Course Outline of Record Report

06/08/2026

ELITD048A : Major American Writers (Colonial to Romantic, 1620-1865)

General Information

Faculty Initiator:	• Brian Malone • Quinn, Roseanne
Course ID (CB01A and CB01B) :	ELITD048A
Short Course Title:	MAJOR AMERCN WRTRS (1620-1865)
Course Title (CB02) :	Major American Writers (Colonial to Romantic, 1620-1865)
Department:	ELIT - English Literature
Effective Term:	Fall 2027
TOP Code (CB03) :	(1501.00) English
CIP Code:	(23.0101) English Language and Literature, General
SAM Priority Code (CB09) :	E - Non-Occupational
Distance Education Approved:	No
Course Control Number:	CCC000013007
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	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
Mode of Delivery:	• In person ONLY
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	• English
Discipline 2:	No value
Discipline 3:	No value
FSA:	• FHDA FSA - ENGLISH

Formerly Statement

Formerly Statement

No Value

Course Justification

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 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

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

Yes - don't forget to duplicate the revisions in the honors/non-honors course

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review

Please check all areas in the COR that address DEI.

- [x] Basic Course Information - Course Description
- [x] Specifications - Assignments
- [x] Specifications - Examples of Primary Texts and References
- [ ] Specifications - Methods of Instruction
- [x] Specifications - Methods of Evaluation
- [x] Outline - Course Outline

Please summarize the ways in which your course includes DEI.

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.

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade

- Pass/No Pass

Repeat Limit	Course Prior To College Level	Repeatability Statement
0	Not applicable.	No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program	Award Type	Active
Cal-GETC	Certificate of Achievement-Advanced (COA-A)	Fall 2025
Cal-GETC (In Development)	Certificate of Achievement-Advanced (COA-A)	Fall 2026
English	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
English	Associate in Arts (A.A.) Degree	Fall 2026
English for Transfer	Associate in Arts for Transfer (A.A.-T.) Degree	Fall 2025
English for Transfer (In Development)	Associate in Arts for Transfer (A.A.-T.) Degree	Fall 2026
Liberal Arts (Arts and Letters Emphasis)	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
Liberal Arts (Arts and Letters Emphasis)	Associate in Arts (A.A.) Degree	Fall 2026

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)	Transferability Status

Transferable to both UC and CSU	Approved

De Anza GE	Area(s)	Status	Approval Date	End Date	-
2G3X	De Anza GE Area 3 - Arts and Humanities	Approved	No value	No value	No - defined.

Cal-GETC	Area(s)	Status	Approval Date	End Date	-
CA3B	Cal-GETC Area 3B - Humanities	Approved	No value	No value	No - defined.

C-ID	Area(s)	Status	Approval Date	End Date	-
ENGL	English	Approved	No value	No value	C-ID ENGL 130

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

Yes

If yes, identify the lower-division UC course and campus.

No Value

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	4
Maximum Credit Units	4
Total Course In-Class (Contact) Hours	48
Total Course Out-of-Class Hours	96
Total Student Learning Hours	144

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	4	8
Laboratory Hours	0	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	48
Laboratory	0
NA	0
Total	48
Course Out-of-Class Hours	
Lecture	96
Laboratory	0
NA	0
Total	96

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

Methods of Instruction

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

Assignments

A. 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.
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 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:
        a. Must include a midterm, final exam or project.
        b. May also be drawn from a variety of other activities, such as: reading quizzes; reader responses; reports, summaries; additional essays, long or short.
        c. May include an assignment that requires students to connect the texts to their own lives, backgrounds, and experiences.
D. Reading aloud of poems and passages.
E. Group-centered tasks that encourage critical responses to the reading.
F. Written final examination.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

A. Quizzes to evaluate comprehension and mastery of assigned texts, key terms, and concepts.
B. Participation in class discussion to evaluate ability to make an argument, to think critically, and to use textual support.
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.
D. 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.
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.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- None

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Kurant, Wendy, editor.	Becoming America: An Exploration of American Literature from Precolonial to Post-Revolution.	University of North Georgia Press.	2019. Digital Edition [Open Educational Resource].	978-1-940771-46-5

Levine, Robert S., editor.	The Norton Anthology of American Literature.	Norton.	2022. 10th Edition.

Suggested Reading List

Reading List

May include, but are not limited to

List:

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:

- 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."

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*.

Learning Outcomes

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.

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

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

Outline

Course Outline

A. 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.

B. 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 literature of this period including those related to indigenous cultures, genocide, slavery, abolitionism, and women's rights.

C. 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.

D. 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, feminist, queer theory, postcolonial, and new historicist.

E. 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.

Blue Form

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

1. Is the unit(s) change required for articulation?

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

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

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

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

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Req/Adv

Prerequisite(s):

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

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

- (Not open to students with credit in the Honors Program related course.)

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

- (Eligibility for college-level composition as determined by college assessment or other appropriate methods.)

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

- (See general education pages for the requirements this course meets.)

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

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

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

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.

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.

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.

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

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

Methods D: Students will write formal essays analyzing the assigned texts.

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

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

C-Matrix Form

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

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

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

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

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

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

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

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

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

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

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

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

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

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

H-Matrix Form

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

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

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

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

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

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

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.)

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.)

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.)

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.

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.)

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.)

Outline B: Assess literary works from this period from a range of racial, gender, cultural, national, and and global perspectives.

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.)

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

Stage 2: Department Chair

No Value

Stage 3: DEI

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
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.	Yes. Added to the DEI statement.
4/9/2026	Specifications	Assignments	Suggested	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	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.	Added to the formal essay in Methods of Evaluation.

Stage 4: Articulation Officer

No Value

Stage 5: De Anza General Education

No Value

Stage 6: Content Review Matrix Liaison

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

Stage 8: SLO Coordinator

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

CO

Sort ID (00 < 10; 0 < 100)

ELIT 048A

Course Status

Non-substantial

Course Characteristics

- NA

Cross-Listed/Related Course Information

- NA

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

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

De Anza College

Course Outline of Record Report

06/08/2026

ELITD48BH : Major American Writers (The Advent of Realism, 1865-1914) - HONORS

General Information

Faculty Initiator:	• Brian Malone
Course ID (CB01A and CB01B) :	ELITD48BH
Short Course Title:	MAJ AMER WRTRS (1865-1914)-HON
Course Title (CB02) :	Major American Writers (The Advent of Realism, 1865-1914) - HONORS
Department:	ELIT - English Literature
Effective Term:	Fall 2027
TOP Code (CB03) :	(1501.00) English
CIP Code:	(23.0101) English Language and Literature, General
SAM Priority Code (CB09) :	E - Non-Occupational
Distance Education Approved:	No
Course Control Number:	CCC000592161
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	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
Mode of Delivery:	• In person ONLY
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	• English
Discipline 2:	No value
Discipline 3:	No value
FSA:	• FHDA FSA - ENGLISH

Formerly Statement

Formerly Statement

No Value

Course Justification

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 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, 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

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

Yes - don't forget to duplicate the revisions in the honors/non-honors course

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review

Please check all areas in the COR that address DEI.

- [x] Basic Course Information - Course Description
- [x] Specifications - Assignments
- [x] Specifications - Examples of Primary Texts and References
- [ ] Specifications - Methods of Instruction
- [x] Specifications - Methods of Evaluation
- [x] Outline - Course Outline

Please summarize the ways in which your course includes DEI.

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.

Course Development Options

Basic Skill Status (CB08)

Course Special Class Status (CB13)

Grade Options

Course is not a basic skills course.

Course is not a special class.

- Letter Grade
- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program	Award Type	Active
Cal-GETC	Certificate of Achievement-Advanced (COA-A)	Fall 2025
Cal-GETC (In Development)	Certificate of Achievement-Advanced (COA-A)	Fall 2026
English	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
English	Associate in Arts (A.A.) Degree	Fall 2026
English for Transfer	Associate in Arts for Transfer (A.A.-T.) Degree	Fall 2025
English for Transfer (In Development)	Associate in Arts for Transfer (A.A.-T.) Degree	Fall 2026
Liberal Arts (Arts and Letters Emphasis)	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
Liberal Arts (Arts and Letters Emphasis)	Associate in Arts (A.A.) Degree	Fall 2026

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)	Transferability Status
Transferable to both UC and CSU	Approved

De Anza GE	Area(s)	Status	Approval Date	End Date	-
2G3X	De Anza GE Area 3 - Arts and Humanities	Approved	No value	No value	No - defined.

Cal-GETC	Area(s)	Status	Approval Date	End Date	-
CA3B	Cal-GETC Area 3B - Humanities	Approved	No value	No value	No - defined.

C-ID	Area(s)	Status	Approval Date	End Date	-
ENGL	English	Approved	No value	No value	(ELIT D048B or ELIT D48BH) & (ELIT D048C or ELIT D48CH) required for C-ID ENGL 135

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

Yes

If yes, identify the lower-division UC course and campus.

No Value

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	4
Maximum Credit Units	4
Total Course In-Class (Contact) Hours	48
Total Course Out-of-Class Hours	96
Total Student Learning Hours	144

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	4	8
Laboratory Hours	0	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	48
Laboratory	0
NA	0
Total	48
Course Out-of-Class Hours	
Lecture	96
Laboratory	0
NA	0
Total	96

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

Methods of Instruction

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

Assignments

A. Students will read a substantial and varied offering of literary works by and about the major writers of this period.
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. 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:
        a. Must include a midterm, final exam or project.
        b. May also be drawn from a variety of other activities, such as: reading quizzes; reader responses; reports, summaries; additional essays, long or short.
        c. May include an assignment that requires students to connect the texts to their own lives, backgrounds, and experiences.
D. Reading aloud of poems and enactment of scenes from plays.
E. Group-centered tasks that encourage critical responses to the reading.
F. Written final examination.
G. 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.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

A. Quizzes to evaluate comprehension and mastery of assigned texts, key terms, and concepts.
B. Participation in class discussion to evaluate ability to make an argument, to think critically, and to use textual support
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.
D. 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.
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.
F. 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

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Berke, Amy et al., editors.	Writing the Nation: A Concise Introduction to American Literature 1865 to Present	University of North Georgia Press	2015. Digital Edition [Open Educational Resource].	978-1-940771-34-2
Levine, Robert S., editor.	The Norton Anthology of American Literature.	Norton.	2022. 10th Edition.	

Suggested Reading List

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.”

Learning Outcomes

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.

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

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

Outline

Course Outline

A. 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.

B. 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 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.

C. 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.

D. 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.

E. 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 period.
   4. Demonstrate an awareness of the way America's past has shaped the global role of the linguistic and literary present.

F. Produce analytical and challenging work in the Honors assignment.
    1. Evaluate critically secondary texts.
    2. Demonstrate in-depth comprehension of course content.

Blue Form

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

1. Is the unit(s) change required for articulation?

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

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

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

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

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Req/Adv

Prerequisite(s):

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

Advisory(ies):

No Value

Advisory(ies) - Other:

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.)

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

- (Eligibility for college-level composition as determined by college assessment or other appropriate methods.)

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

- (See general education pages for the requirements this course meets.)

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

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

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

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.

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.

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.

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

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

Methods D: Students will write formal essays analyzing the assigned texts.

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

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

C-Matrix Form

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

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

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

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

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

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

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

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

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

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

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

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

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

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

H-Matrix Form

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

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.

(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

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

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

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

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.)

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.)

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.)

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.

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.)

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.)

Outline B: Assess literary works of this period from a range of racial, gender, cultural, national, and global perspectives.

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.)

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

Stage 2: Department Chair

No Value

Stage 3: DEI

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 describe the knowledge, skills, and abilities students will gain upon the completion of the course	Y
03/23/2026	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, and added to the DEI statement..
03/23/2026	Specifications	Assignments	Suggested	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.	Thank you for this suggestion! #2 has been added as an option for additional writing.
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.	Added as part of the evaluation of the formal paper.

Stage 4: Articulation Officer

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. Sorry! Corrected on both.

Stage 5: De Anza General Education

No Value

Stage 6: Content Review Matrix Liaison

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.**	

Stage 7: Dean of Online Learning

No Value

Stage 8: SLO Coordinator

No Value

Stage 10: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

ELIT 048BH

Course Status

Non-substantial

Course Characteristics

- Honors

Cross-Listed/Related Course Information

- NA

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

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

De Anza College

Course Outline of Record Report

06/08/2026

ELITD048B : Major American Writers (The Advent of Realism, 1865-1914)

General Information

Faculty Initiator:	• Brian Malone
Course ID (CB01A and CB01B) :	ELITD048B
Short Course Title:	MAJOR AMERCN WRTRS (1865-1914)
Course Title (CB02) :	Major American Writers (The Advent of Realism, 1865-1914)
Department:	ELIT - English Literature
Effective Term:	Fall 2027
TOP Code (CB03) :	(1501.00) English
CIP Code:	(23.0101) English Language and Literature, General
SAM Priority Code (CB09) :	E - Non-Occupational
Distance Education Approved:	No
Course Control Number:	CCC000234002
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	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
Mode of Delivery:	• In person ONLY
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	• English
Discipline 2:	No value
Discipline 3:	No value
FSA:	• FHDA FSA - ENGLISH

Formerly Statement

Formerly Statement

No Value

Course Justification

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 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, and analyze literary works from multiple critical perspectives.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

Yes - don't forget to duplicate the revisions in the honors/non-honors course

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review

Please check all areas in the COR that address DEI.

- [x] Basic Course Information - Course Description
- [x] Specifications - Assignments
- [x] Specifications - Examples of Primary Texts and References
- [ ] Specifications - Methods of Instruction
- [x] Specifications - Methods of Evaluation
- [x] Outline - Course Outline

Please summarize the ways in which your course includes DEI.

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.

Course Development Options

Basic Skill Status (CB08)

Course Special Class Status (CB13)

Grade Options

Course is not a basic skills course.

Course is not a special class.

- Letter Grade
- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program	Award Type	Active
Cal-GETC	Certificate of Achievement-Advanced (COA-A)	Fall 2025
Cal-GETC (In Development)	Certificate of Achievement-Advanced (COA-A)	Fall 2026
English	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
English	Associate in Arts (A.A.) Degree	Fall 2026
English for Transfer	Associate in Arts for Transfer (A.A.-T.) Degree	Fall 2025
English for Transfer (In Development)	Associate in Arts for Transfer (A.A.-T.) Degree	Fall 2026
Liberal Arts (Arts and Letters Emphasis)	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
Liberal Arts (Arts and Letters Emphasis)	Associate in Arts (A.A.) Degree	Fall 2026

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)	Transferability Status
Transferable to both UC and CSU	Approved

De Anza GE	Area(s)	Status	Approval Date	End Date	-
2G3X	De Anza GE Area 3 - Arts and Humanities	Approved	No value	No value	No - defined.

Cal-GETC	Area(s)	Status	Approval Date	End Date	-
CA3B	Cal-GETC Area 3B - Humanities	Approved	No value	No value	No - defined.

C-ID	Area(s)	Status	Approval Date	End Date	-
ENGL	English	Approved	No value	No value	(ELIT D048B or ELIT D48BH) & (ELIT D048C or ELIT D48CH) required for C-ID ENGL 135

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

Yes

If yes, identify the lower-division UC course and campus.

No Value

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	4
Maximum Credit Units	4
Total Course In-Class (Contact) Hours	48
Total Course Out-of-Class Hours	96
Total Student Learning Hours	144

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	4	8
Laboratory Hours	0	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	48
Laboratory	0
NA	0
Total	48
Course Out-of-Class Hours	
Lecture	96
Laboratory	0
NA	0
Total	96

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

Methods of Instruction

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

Assignments

A. Students will read a substantial and varied offering of literary works by and about the major writers of this period.
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. 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:
        a. Must include a midterm, final exam or project.
        b. May also be drawn from a variety of other activities, such as: reading quizzes; reader responses; reports, summaries; additional essays, long or short.
        c. May include an assignment that requires students to connect the texts to their own lives, backgrounds, and experiences.
D. Reading aloud of poems and enactment of scenes from plays.
E. Group-centered tasks that encourage critical responses to the reading.
F. Written final examination.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

A. Quizzes to evaluate comprehension and mastery of assigned texts, key terms, and concepts.
B. Participation in class discussion to evaluate ability to make an argument, to think critically, and to use textual support
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.
D. 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.
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.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- None

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Berke, Amy et al., editors.	Writing the Nation: A Concise	University of North	2015. Digital	978-1-940771-34-2

Introduction to American Literature 1865 to Present	Georgia Press	Edition [Open Educational Resource].	
Levine, Robert S., editor.	The Norton Anthology of American Literature.	Norton.	2022. 10th Edition.

Suggested Reading List

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.”

Learning Outcomes

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.

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

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

Outline

Course Outline

A. 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.

B. 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 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.

C. 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.

D. 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.

E. 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 period.
   4. Demonstrate an awareness of the way America's past has shaped the global role of the linguistic and literary present.

Blue Form

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

1. Is the unit(s) change required for articulation?

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

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

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

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

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Req/Adv

Prerequisite(s):

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

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

- (Not open to students with credit in the Honors Program related course.)

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

- (Eligibility for college-level composition as determined by college assessment or other appropriate methods.)

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

- (See general education pages for the requirements this course meets.)

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

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

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

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.

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.

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.

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

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

Methods D: Students will write formal essays analyzing the assigned texts.

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

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

C-Matrix Form

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

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

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

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

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

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

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

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

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

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

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

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

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

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

H-Matrix Form

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

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

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

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

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

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

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.)

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.)

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.)

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.

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.)

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.)

Outline B: Assess literary works of this period from a range of racial, gender, cultural, national, and global perspectives.

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.)

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

Stage 2: Department Chair

No Value

Stage 3: DEI

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
03/23/2026	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, and this has been added to the DEI statement.
03/23/2026	Specifications	Assignments	Suggested	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.	Thank you for this suggestion! #2 has been added as an option for additional writing.
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.

Stage 4: Articulation Officer

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

Stage 6: Content Review Matrix Liaison

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.**

Stage 7: Dean of Online Learning

No Value

Stage 8: SLO Coordinator

No Value

Stage 10: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

ELIT 048B

Course Status

Non-substantial

Course Characteristics

- NA

Cross-Listed/Related Course Information

- NA

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

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

De Anza College

Course Outline of Record Report

06/08/2026

ELITD48CH : Major American Writers (The Modern Age, 1914-the Present) - HONORS

General Information

Faculty Initiator:	• Tim Shively • Chow, Karen
Attachments:	Hybrid_ELIT_48CH_2027F.pdf Online_ELIT_48CH_2027F.pdf
Course ID (CB01A and CB01B) :	ELITD48CH
Short Course Title:	MAJ AMER WRTRS (1914-PRST)-HON
Course Title (CB02) :	Major American Writers (The Modern Age, 1914-the Present) - HONORS
Department:	ELIT - English Literature
Effective Term:	Fall 2027
TOP Code (CB03) :	(1501.00) English
CIP Code:	(23.0101) English Language and Literature, General
SAM Priority Code (CB09) :	E - Non-Occupational
Distance Education Approved:	Yes
Course Control Number:	CCC000592162
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	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.
Course Type (CB27) :	• Lower Division
Mode of Delivery:	• Online • Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	• English

Discipline 2:	No value
Discipline 3:	No value
FSA:	• FHDA FSA - ENGLISH

Formerly Statement

Formerly Statement

No Value

Course Justification

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 an 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

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

Yes - don't forget to duplicate the revisions in the honors/non-honors course

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review

Please check all areas in the COR that address DEI.

- [x] Basic Course Information - Course Description
- [ ] Specifications - Assignments
- [x] 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.

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 o the complexity of diversity, equity and inclusion.

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

☑ Course is part of a program

Associated Program	Award Type	Active
Cal-GETC	Certificate of Achievement-Advanced (COA-A)	Fall 2025
Cal-GETC (In Development)	Certificate of Achievement-Advanced (COA-A)	Fall 2026
English	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
English	Associate in Arts (A.A.) Degree	Fall 2026
English for Transfer	Associate in Arts for Transfer (A.A.-T.) Degree	Fall 2025
English for Transfer (In Development)	Associate in Arts for Transfer (A.A.-T.) Degree	Fall 2026
Liberal Arts (Arts and Letters Emphasis)	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
Liberal Arts (Arts and Letters Emphasis)	Associate in Arts (A.A.) Degree	Fall 2026

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Transferable to both UC and CSU

Transferability Status

Approved

De Anza GE	Area(s)	Status	Approval Date	End Date	-
2G3X	De Anza GE Area 3 - Arts and Humanities	Approved	No value	No value	No - defined.

Cal-GETC	Area(s)	Status	Approval Date	End Date	-
CA3B	Cal-GETC Area 3B - Humanities	Approved	No value	No value	No - defined.

C-ID	Area(s)	Status	Approval Date	End Date	-
ENGL	English	Approved	No value	No value	(ELIT D048B or ELIT D48BH) & (ELIT D048C or ELIT D48CH) required for C-ID ENGL 135

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

Yes

If yes, identify the lower-division UC course and campus.

No Value

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	4
Maximum Credit Units	4
Total Course In-Class (Contact) Hours	48
Total Course Out-of-Class Hours	96
Total Student Learning Hours	144

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	4	8
Laboratory Hours	0	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	48
Laboratory	0
NA	0
Total	48
Course Out-of-Class Hours	
Lecture	96
Laboratory	0
NA	0
Total	96

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

Methods of Instruction

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

Assignments

A. Students will read a substantial and varied offering of literary works by and about the major writers of this period.
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 must be an analytical and/or argumentative essay about the assigned reading and must demonstrate some achievement of course goals.
        a. This essay will demonstrate proficiency in MLA documentation guidelines.
        b. This essay will demonstrate efforts at revision, including proofreading to address problems of style, grammar and useage.
    2. The remaining writing requirement:
        a. Must be fulfilled in a midterm, final exam or project.
        b. May also be drawn from a variety of other activities, such as: reading quizzes; reader responses; reports, summaries; additional essays, long or short.
D. Students will engage in group discussion with their classmates around concerns that arise in individual literary texts.
E. 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	A. Quizzes to evaluate comprehension and mastery of assigned texts, key terms, and concepts. B. Participation in class discussion to evaluate ability to make an argument, to think critically, and to use textual support 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. D. Formal papers to evaluate ability to analyze critically and

synthesize course materials and to present an argument.

E. 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

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Robert S. Levine gen. ed. The Norton Anthology of American Literature. Vol D & E, 10th ed. New York: Norton, 2022.				
Lauter, Paul and Yarborough, Richard, eds. The Heath Anthology of American Literature 7th ed. Vols D and E, Boston: Houghton Mifflin, 2013.				
Grogan, Christine, ed.	Authoring America: A Survey of American Literature from the Beginnings to 2020, Vol. 4 & 5.	CC BY-SA. https://udspace.udel.edu/handle/19716/29317	2021	

Suggested Reading List

Reading List	List
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 House, 2008.

Learning Outcomes

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.

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.

Apply a variety of critical and theoretical criteria to the evaluation of American literature from 1914 to the present. Expected SLO Performance: 0.

Outline

Course Outline

A. 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.

B. 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 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.

C. 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.

D. 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 critical approaches common to contemporary literary analysis--such as psychoanalytic theory, reader response, feminism, mythological, ethnic and gender/"queer theory."

E. 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 fror 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.

F. Produce analytical and challenging work in the Honors assignment.
1. Evaluate critically secondary texts.
2. Demonstrate in-depth comprehension of course content.

Blue Form

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

1. Is the unit(s) change required for articulation?

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

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

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

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

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Req/Adv

Prerequisite(s):

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

Advisory(ies):

No Value

Advisory(ies) - Other:

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.)

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

- (Eligibility for college-level composition as determined by college assessment or other appropriate methods.)

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

- (See general education pages for the requirements this course meets.)

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

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

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

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.

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.

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.

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 5: Identify and practice writing for different audiences and purposes.

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.

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.

Assignments C.1.2: This essay will demonstrate efforts at revision, including proofreading to address problems of style, grammar and useage.

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

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.

Assignments C.1.2: This essay will demonstrate efforts at revision, including proofreading to address problems of style, grammar and useage.

C-Matrix Form

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

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

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

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

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

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

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

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

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

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

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

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

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

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

H-Matrix Form

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

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.

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

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without whic the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

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

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

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.)

Outline A: Examine the nature and variety of literary texts and styles 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.)

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.)

Assignments B: Students will prepare for class discussions by developing conclusions, theories, and hypotheses in response to assigned readings.

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.)

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.)

Outline E: Appreciate the contribution of literary works from this period to human culture and consciousness.

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using th Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

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

Stage 2: Department Chair

No Value

Stage 3: DEI

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
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.	I have added one OER anthology. Frankly, I would not use this text myself. Even though the Norton Anthology is not a low cost text, it is the model anthology, with a wider selection, more penetrating introductions and generally more thorough notations on textual references and lexical items. It is not just a text, but a resource.
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.	Y
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 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.

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.

Stage 4: Articulation Officer

No Value

Stage 5: De Anza General Education

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/23/26	De Anza GE Form	Criteria 1-6	Required	Please provide responses for criteria 1-6 of the De Anza GE Matrix	Y

Stage 6: Content Review Matrix Liaison

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
5/4/26	Matrix B	all that apply	Required	Please complete for your English prerequisite	Y.
5/4/26	Matrix H	Objective 2	Required	Please complete for your honors limitations on enrollment	Y
5/5/26	Matrix B	all that apply	Required	Please see comment on ELIT 48C. Your Req/Adv tab as written requires Matrix B, not Matrix A	

Stage 7: Dean of Online Learning

No Value

Stage 8: SLO Coordinator

Date	Tab	Part - Field	Type of Edit	Edit
5/7/2026	Learning Outcomes	CSLO #1	Required	**Acquire knowledge of the historical and cultural period, major writers, and key texts and docu** actionMethod=to&page=%2Fjsp%2Fworkflow%2FworkflowWithChanges%2FworkflowWithChanges. b1b654119676174131847249&viewType=step&fromUrl=https%3A%2F%2Fdeanza.elumenapp.cor %2BWorkflow%26filterJson%3D%257B%2522entryType%2522%253A%2522WorkflowEntry%2522 Learning outcomes need to begin with a Bloom's taxonomy verb (https://www.deanza.edu/curriculum) Suggestion: **Demonstrate knowledge of the historical and cultural period, major writers, and key texts and**

5/7/2026	Learning Outcomes	CSLO #2	Required	**Develop critical thinking skills by applying a variety of critical and theoretical criteria to the ev** actionMethod=to&page=%2Fjsp%2Fworkflow%2FworkflowWithChanges%2FworkflowWithChanges. b1b65411967617741318472 49&viewType=step&fromUrl=https%3A%2F%2Fdeanza.elumenapp.com %2BWorkflow%26filterJson%3D%257B%2522entryType%2522%253A%2522WorkflowEntry%2522 Must start with Bloom's Taxonomy verb: **Apply a variety of critical and theoretical criteria to the evaluation of American literature from**

Stage 10: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

ELIT 048CH

Course Status

Non-substantial

Course Characteristics

- Honors

Cross-Listed/Related Course Information

- NA

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

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

De Anza College

Course Outline of Record Report

06/08/2026

ELITD048C : Major American Writers (The Modern Age, 1914-the Present)

General Information

Faculty Initiator:	• Tim Shively • Chow, Karen
Attachments:	Hybrid_ELIT_48C_2027F.pdf Online_ELIT_48C_2027F.pdf
Course ID (CB01A and CB01B) :	ELITD048C
Short Course Title:	MAJR AMERCN WRTRS (1914-PRSNT)
Course Title (CB02) :	Major American Writers (The Modern Age, 1914-the Present)
Department:	ELIT - English Literature
Effective Term:	Fall 2027
TOP Code (CB03) :	(1501.00) English
CIP Code:	(23.0101) English Language and Literature, General
SAM Priority Code (CB09) :	E - Non-Occupational
Distance Education Approved:	Yes
Course Control Number:	CCC000324314
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	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
Mode of Delivery:	• Online • Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	• English
Discipline 2:	No value
Discipline 3:	No value
FSA:	• FHDA FSA - ENGLISH

Formerly Statement

Formerly Statement

No Value

Course Justification

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.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

Yes - don't forget to duplicate the revisions in the honors/non-honors course

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review

Please check all areas in the COR that address DEI.

- [x] Basic Course Information - Course Description
- [ ] Specifications - Assignments
- [x] 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.

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.

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

- [x] Course is part of a program

Associated Program	Award Type	Active
Cal-GETC	Certificate of Achievement-Advanced (COA-A)	Fall 2025
Cal-GETC (In Development)	Certificate of Achievement-Advanced (COA-A)	Fall 2026
English	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
English	Associate in Arts (A.A.) Degree	Fall 2026
English for Transfer	Associate in Arts for Transfer (A.A.-T.) Degree	Fall 2025
English for Transfer (In Development)	Associate in Arts for Transfer (A.A.-T.) Degree	Fall 2026
Liberal Arts (Arts and Letters Emphasis)	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
Liberal Arts (Arts and Letters Emphasis)	Associate in Arts (A.A.) Degree	Fall 2026

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Transferable to both UC and CSU

Transferability Status

Approved

De Anza GE	Area(s)	Status	Approval Date	End Date	-
2G3X	De Anza GE Area 3 - Arts and Humanities	Approved	No value	No value	No - defined.

Cal-GETC	Area(s)	Status	Approval Date	End Date	-
CA3B	Cal-GETC Area 3B - Humanities	Approved	No value	No value	No - defined.

C-ID	Area(s)	Status	Approval Date	End Date	-
ENGL	English	Approved	No value	No value	(ELIT D048B or ELIT D48BH) & (ELIT D048C or ELIT D48CH) required for C-ID ENGL 135

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

Yes

If yes, identify the lower-division UC course and campus.

No Value

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	4
Maximum Credit Units	4
Total Course In-Class (Contact) Hours	48
Total Course Out-of-Class Hours	96
Total Student Learning Hours	144

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	4	8
Laboratory Hours	0	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	48
Laboratory	0
NA	0
Total	48
Course Out-of-Class Hours	
Lecture	96
Laboratory	0
NA	0
Total	96

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

Methods of Instruction

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

Assignments

A. Students will read a substantial and varied offering of literary works by and about the major writers of this period.
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 must be an analytical and/or argumentative essay about the assigned reading and must demonstrate some achievement of course goals.
        a. This essay will demonstrate proficiency in MLA documentation guidelines.
        b. This essay will demonstrate efforts at revision, including proofreading to address problems of style, grammar and useage.
D. The remaining writing requirement:
    a. Must be fulfilled in a midterm, final exam or project.
    b. May also be drawn from a variety of other activities, such as: reading quizzes; reader responses; reports, summaries; additional essays, long or short.
E. Students will engage in group discussion with their classmates on concerns that arise in given texts.
F. Students will write a final examination.

Methods of Evaluation	**Methods of Evaluation**
Methods of Evaluation	A. Quizzes to evaluate comprehension and mastery of assigned texts, key terms, and concepts. B. Participation in class discussion to evaluate ability to make an argument, to think critically, and to use textual support. 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. D. Formal papers to evaluate ability to analyze critically and synthesize course materials and to present an argument.

Essential Student Materials/Essential College Facilities

Essential Student Materials:
- None

Essential College Facilities:
- None

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Robert S. Levine gen. ed. The Norton Anthology of American Literature. Vol D & E, 10th ed. New York: Norton, 2022.				
Lauter, Paul and Yarborough, Richard, eds. The Heath Anthology of American Literature 7th ed. Vols D and E, Boston: Houghton Mifflin, 2013.				
Grogan, Christine, ed.	Authoring America: A Survey of American Literature from the Beginnings to 2020, Vol. 4 & 5.	CC BY-SA. https://udspace.udel.edu/handle/19716/29317	2021	

Suggested Reading List

Reading List	List
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 House, 2008.

Learning Outcomes

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.

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

Apply a variety of critical and theoretical criteria to the evaluation of American literature from 1914 to the present. Expected SLO Performance: 0.0

Outline

Course Outline

A. 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.

B. 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 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.

C. 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.

D. 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 critical approaches common to contemporary literary analysis--such as psychoanalytic theory, reader response, feminism, mythological, ethnic and gender/"queer theory."

E. 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.

Blue Form

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

1. Is the unit(s) change required for articulation?

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

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

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

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

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Req/Adv

Prerequisite(s):

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

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

- (Not open to students with credit in the Honors Program related course.)

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

- (Eligibility for college-level composition as determined by college assessment or other appropriate methods.)

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

- (See general education pages for the requirements this course meets.)

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

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

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

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 Homework and extended projects

Objective 2: Develop analytical ideas and topics for essays.

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 Homework and extended projects

Objective 3: Compose and support thesis statements for analytical essays.

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.

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 5: Identify and practice writing for different audiences and purposes.

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.

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

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.

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 8: Practice composing organized, developed, analytical essays that increase in complexity.

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.

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

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

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

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

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

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

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

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

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

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

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

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

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

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

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

H-Matrix Form

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

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

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

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

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

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

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.)

Outline A: Examine the nature and variety of literary texts and styles 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.)

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.)

Assignments B: Students will prepare for class discussions by developing conclusions, theories, and hypotheses in response to assigned readings.

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.)

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.)

Outline E: Appreciate the contribution of literary works from this period to human culture and consciousness.

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.)

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

Stage 2: Department Chair

No Value

Stage 3: DEI

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
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.	I have added one OER anthology. Frankly, I would not use this text myself. Even though the Norton Anthology is not a low cost text, it is the model anthology, with a wider selection, more penetrating introductions and generally more thorough notations on textual references and lexical items. It is not just a text, but a resource.

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.	Y
4/9/2026	Specifications	Assignments	Suggested	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 totatlity, yes there are a range of assignmnt 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.
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.

Stage 4: Articulation Officer

No Value

Stage 5: De Anza General Education

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/23/26	De Anza GE Form	Criteria 1-6	Required	Please provide responses for criteria 1-6 of the De Anza GE Matrix	Y

Stage 6: Content Review Matrix Liaison

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
5/4/26	Matrix B	all that apply	Required	Please complete for your English prerequisite	Y.
5/5/26	Matrix B	all that apply	Required	please complete for your English prerequisite	Y

Stage 7: Dean of Online Learning

No Value

Stage 8: SLO Coordinator

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
5/7/2026	Learning Outcomes	CSLO #1	Required	A**cquire knowledge of the historical and cultural period, major writers, and key texts and documents of American Literature from 1914 to present.** (https://deanza.elumenapp.com/elumen/page?actionMethod=to&page=%2Fjsp%2Fworkflow%2FworkflowWithChanges%2FworkflowWithChanges.jsp&jsonObjectId=4f04decd-5e49-4418-ab70-1a68ffa539ba1773349304863&viewType=step&fromUrl=https%3A%2F%2Fdeanza.elumenapp.com%2Felumen%2Ftray%3FactionClass%3Dvieworg%26processType%3Dnavigate%26toRole%3DSLO%2BCoordinator%2B-%2BWorkflow%26filterJson%3D%257B%2522entryType%2522%253A%2522WorkflowEntry%2522%252C%2522workflowNameSearch%2522%253A%2522%2522%257D%26actionMethod%3Dlist%23inbox-review-filters) Learning outcomes need to begin with a Bloom's taxonomy verb (https://www.deanza.edu/curriculum/guides/blooms.html) Suggestion: **Demonstrate knowledge of the historical and cultural period, major writers, and key texts and documents of American Literature from 1914 to present.**	Y
5/7/2026	Learning Outcomes	CSLO #2	Required	**Develop critical thinking skills by applying a variety of critical and theoretical criteria to the evaluation of American literature from 1914 to the present.** (https://deanza.elumenapp.com/elumen/page?actionMethod=to&page=%2Fjsp%2Fworkflow%2FworkflowWithChanges%2FworkflowWithChanges.jsp&jsonObjectId=4f04decd-5e49-4418-ab70-1a68ffa539ba1773349304863&viewType=step&fromUrl=https%3A%2F%2Fdeanza.elumenapp.com%2Felumen%2Ftray%3FactionClass%3Dvieworg%26processType%3Dnavigate%26toRole%3DSLO%2BCoordinator%2B-%2BWorkflow%26filterJson%3D%257B%2522entryType%2522%253A%2522WorkflowEntry%2522%252C%2522workflowNameSearch%2522%253A%2522%2522%257D%26actionMethod%3Dlist%23inbox-review-filters) Learning outcomes need to begin with a Bloom's taxonomy verb (https://www.deanza.edu/curriculum/guides/blooms.html) Suggestion: **Apply a variety of critical and theoretical criteria to the evaluation of American literature from 1914 to the present.**	Y

Stage 10: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

ELIT 048C

Course Status

Non-substantial

Course Characteristics

- NA

Cross-Listed/Related Course Information

- NA

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

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

De Anza College

Course Outline of Record Report

06/08/2026

ELITD078. : Special Topics in Literature

General Information

Faculty Initiator:	• Karen Chow
Attachments:	Hybrid_ELIT_78_2027F.pdf Online_ELIT_78_2027F.pdf
Course ID (CB01A and CB01B) :	ELITD078.
Short Course Title:	SPECIAL TOPICS IN LIT
Course Title (CB02) :	Special Topics in Literature
Department:	ELIT - English Literature
Effective Term:	Fall 2027
TOP Code (CB03) :	(1501.00) English
CIP Code:	(23.0101) English Language and Literature, General
SAM Priority Code (CB09) :	E - Non-Occupational
Distance Education Approved:	Yes
Course Control Number:	CCC000363748
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	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) :	• Lower Division
Mode of Delivery:	• Online • Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	• English
Discipline 2:	No value
Discipline 3:	No value
FSA:	• FHDA FSA - ENGLISH

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This CSU transferable course offers an intensive study and analysis of a special topic in literature. It is a stand-alone course.

Stand-Alone Statement

Stand-Alone Statement

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.

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review

Please check all areas in the COR that address DEI.

- [x] Basic Course Information - Course Description
- [ ] Specifications - Assignments
- [ ] Specifications - Examples of Primary Texts and References
- [x] Specifications - Methods of Instruction
- [x] Specifications - Methods of Evaluation
- [x] Outline - Course Outline

Please summarize the ways in which your course includes DEI.

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

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

☐ Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Transferable to CSU only

Transferability Status

Approved

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

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

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	1
Maximum Credit Units	1
Total Course In-Class (Contact) Hours	12
Total Course Out-of-Class Hours	24
Total Student Learning Hours	36

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	1	2
Laboratory Hours	0	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	12
Laboratory	0
NA	0
Total	12
Course Out-of-Class Hours	
Lecture	24
Laboratory	0
NA	0
Total	24

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

Methods of Instruction

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

A. A research essay with bibliography and list of works cited on the topic assigned.
B. An extensive PowerPoint or web site that illustrates the subject matter.
C. Substantial reading of texts determined in consultation between student and instructor.

Methods of Evaluation	**Methods of Evaluation**
Methods of Evaluation	A. Quiz performance demonstrating basic understanding of the reading B. 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 C. In-class essays and exams, possibly including final exam that requires critical, logical analysis of literary and cultural issues D. 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

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
These will vary with the course subject and the instructor.				

Suggested Reading List

No Value

Learning Outcomes

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.

CSLOs

Differentiate a variety of contexts, as well as responses, statements, and analyses associated with course subject.

Expected SLO Performance: 0.0

Outline

Course Outline

A. 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.

B. 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.

Blue Form

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

1. Is the unit(s) change required for articulation?

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

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

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

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

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

No Value

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

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

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

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

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

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

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

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

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

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

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

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

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

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

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

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

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

H-Matrix Form

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

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

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

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

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

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

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.)

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

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

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

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

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

Comments

Stage 2: Department Chair

No Value

Stage 3: DEI

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.	
02/17/2026	Specifications	Assignments	Suggested	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	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

Stage 5: De Anza General Education

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
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

Stage 8: SLO Coordinator

No Value

Stage 10: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

ELIT 078

Course Status

Non-substantial

Course Characteristics

- Special Topics

Cross-Listed/Related Course Information

- Related Parent

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

No Value

De Anza College

Course Outline of Record Report

06/09/2026

ESCID077X : Special Projects in Environmental Science

General Information

Faculty Initiator:	• Alicia De Toro • Pal, Gayatri
Course ID (CB01A and CB01B) :	ESCID077X
Short Course Title:	SPEC PRJCTS IN ENVIRON SCIENCE
Course Title (CB02) :	Special Projects in Environmental Science
Department:	ESCI - Environmental Science
Effective Term:	Fall 2027
TOP Code (CB03) :	(0301.00) Environmental Science
CIP Code:	(03.0104) Environmental Science
SAM Priority Code (CB09) :	E - Non-Occupational
Distance Education Approved:	No
Course Control Number:	CCC000381539
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	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) :	• Lower Division
Mode of Delivery:	• In person ONLY
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	• Biological Sciences
Discipline 2:	• Ecology
Discipline 3:	No value
FSA:	• FHDA FSA - BIOLOGICAL SCIENCES

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This course is a stand-alone CSU transferable course. This course was developed to provide students with structured opportunities for independent inquiry, applied learning, and experiential engagement within environmental science. It responds to student demand for project-based coursework that supports deeper exploration of environmental issues while cultivating research, analytical, and problem-solving skills. The 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 develop practical competencies, critical thinking abilities, and professional communication skills relevant to environmental science and related fields.

Stand-Alone Statement

Stand-Alone Statement

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.

Course Philosophy

Course Philosophy

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.

CTE Course

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review

Please check all areas in the COR that address DEI.

- [x] Basic Course Information - Course Description
- [x] Specifications - Assignments
- [ ] Specifications - Examples of Primary Texts and References
- [x] Specifications - Methods of Instruction
- [x] Specifications - Methods of Evaluation
- [x] Outline - Course Outline

Please summarize the ways in which your course includes DEI.

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.

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

☐ Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Transferable to CSU only

Transferability Status

Approved

UC Transferable and/or Lower-Division Major Requirement

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

Units and Hours

Summary

Minimum Credit Units	2
Maximum Credit Units	2
Total Course In-Class (Contact) Hours	72
Total Course Out-of-Class Hours	0
Total Student Learning Hours	72

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	0	0
Laboratory Hours	6	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	0
Laboratory	72
NA	0
Total	72
Course Out-of-Class Hours	
Lecture	0
Laboratory	0
NA	0
Total	0

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction	Methods of Instruction
Methods of Instruction	Discussion of environmental topics Hands-On Experiments & Hypothesis Testing Data Collection & Documentation Final Presentation

Assignments

A. 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

B. 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	A. 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. B. 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

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
To be determined in consultation with the instructor. See section 3 & 4 of the Special Projects Contract.				

Suggested Reading List

No Value

Learning Outcomes

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.

Cultivate equitable opportunities for students to demonstrate understanding while supporting varied learning styles, strengths, and perspectives

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

Outline

Course Outline

A. 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
B. 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

C. 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
D. 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.

Blue Form

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

1. Is the unit(s) change required for articulation?

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

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

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

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

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

- (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.)

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

No Value

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

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

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

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

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

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

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

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

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

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

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

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

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

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

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

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

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

H-Matrix Form

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

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.

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

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

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

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

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.)

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

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

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

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

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

Comments

Stage 2: Department Chair

No Value

Stage 3: DEI

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
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

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

Stage 6: Content Review Matrix Liaison

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

Stage 8: SLO Coordinator

No Value

Stage 10: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

ESCI 077X

Course Status

Non-substantial

Course Characteristics

No Value

Cross-Listed/Related Course Information

- Related Child

Cross-Listed/Related Course ID's

ESCI 77

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

No Value

De Anza College

Course Outline of Record Report

06/09/2026

ESCID077Y : Special Projects in Environmental Science

General Information

Faculty Initiator:	• Alicia De Toro • Pal, Gayatri
Course ID (CB01A and CB01B) :	ESCID077Y
Short Course Title:	SPEC PRJCTS IN ENVIRON SCIENCE
Course Title (CB02) :	Special Projects in Environmental Science
Department:	ESCI - Environmental Science
Effective Term:	Fall 2027
TOP Code (CB03) :	(0301.00) Environmental Science
CIP Code:	(03.0104) Environmental Science
SAM Priority Code (CB09) :	E - Non-Occupational
Distance Education Approved:	No
Course Control Number:	CCC000452109
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	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) :	• Lower Division
Mode of Delivery:	• In person ONLY
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	• Biological Sciences
Discipline 2:	• Ecology
Discipline 3:	No value
FSA:	• FHDA FSA - BIOLOGICAL SCIENCES

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This course is a stand-alone CSU transferable course. This course was developed to provide students with structured opportunities for independent inquiry, applied learning, and experiential engagement within environmental science. It responds to student demand for project-based coursework that supports deeper exploration of environmental issues while cultivating research, analytical, and problem-solving skills. The 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 develop practical competencies, critical thinking abilities, and professional communication skills relevant to environmental science and related fields.

Stand-Alone Statement

Stand-Alone Statement

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.

Course Philosophy

Course Philosophy

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.

CTE Course

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review

Please check all areas in the COR that address DEI.

- [x] Basic Course Information - Course Description
- [x] Specifications - Assignments
- [ ] Specifications - Examples of Primary Texts and References
- [x] Specifications - Methods of Instruction
- [x] Specifications - Methods of Evaluation
- [x] Outline - Course Outline

Please summarize the ways in which your course includes DEI.

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.

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

☐ Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Transferable to CSU only

Transferability Status

Approved

UC Transferable and/or Lower-Division Major Requirement

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

Units and Hours

Summary

Minimum Credit Units	3
Maximum Credit Units	3
Total Course In-Class (Contact) Hours	108
Total Course Out-of-Class Hours	0
Total Student Learning Hours	108

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	0	0
Laboratory Hours	9	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	0
Laboratory	108
NA	0
Total	108
Course Out-of-Class Hours	
Lecture	0
Laboratory	0
NA	0
Total	0

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction	Methods of Instruction
Methods of Instruction	Discussion of environmental topics Hands-On Experiments & Hypothesis Testing Data Collection & Documentation Final Presentation

Assignments

A. 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

B. 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	A. 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. B. 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

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN

To be determined in consultation with the instructor. See section 3 & 4 of the Special Projects Contract.

Suggested Reading List

No Value

Learning Outcomes

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

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

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

Outline

Course Outline

A. 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.
B. 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
C. 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

D. 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.

Blue Form

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

1. Is the unit(s) change required for articulation?

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

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

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

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

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

- (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.)

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

No Value

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

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

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

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

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

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

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

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

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

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

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

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

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

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

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

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

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

H-Matrix Form

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

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.

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

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

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

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

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.)

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

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

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

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

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

Comments

Stage 2: Department Chair

No Value

Stage 3: DEI

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
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

Stage 5: De Anza General Education

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
3/18/26	Matrix H	Objective 2	Required	complete for your limitation on enrollment	Y

Stage 7: Dean of Online Learning

No Value

Stage 8: SLO Coordinator

No Value

Stage 10: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

ESCI 077Y

Course Status

Non-substantial

Course Characteristics

No Value

Cross-Listed/Related Course Information

- Related Child

Cross-Listed/Related Course ID's

ESCI 77

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

No Value

De Anza College

Course Outline of Record Report

06/09/2026

ESCID077. : Special Projects in Environmental Science

General Information

Faculty Initiator:	• Alicia De Toro • Pal, Gayatri
Course ID (CB01A and CB01B) :	ESCID077.
Short Course Title:	SPEC PRJCTS IN ENVIRON SCIENCE
Course Title (CB02) :	Special Projects in Environmental Science
Department:	ESCI - Environmental Science
Effective Term:	Fall 2027
TOP Code (CB03) :	(0301.00) Environmental Science
CIP Code:	(03.0104) Environmental Science
SAM Priority Code (CB09) :	E - Non-Occupational
Distance Education Approved:	No
Course Control Number:	CCC000381731
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	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) :	• Lower Division
Mode of Delivery:	• In person ONLY
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	• Biological Sciences
Discipline 2:	• Ecology
Discipline 3:	No value
FSA:	• FHDA FSA - BIOLOGICAL SCIENCES

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This course is a stand-alone CSU transferable course. This course was developed to provide students with structured opportunities for independent inquiry, applied learning, and experiential engagement within environmental science. It responds to student demand for project-based coursework that supports deeper exploration of environmental issues while cultivating research, analytical, and problem-solving skills. The 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 develop practical competencies, critical thinking abilities, and professional communication skills relevant to environmental science and related fields.

Stand-Alone Statement

Stand-Alone Statement

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.

Course Philosophy

Course Philosophy

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.

CTE Course

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review

Please check all areas in the COR that address DEI.

- [x] Basic Course Information - Course Description
- [x] Specifications - Assignments
- [ ] Specifications - Examples of Primary Texts and References
- [x] Specifications - Methods of Instruction
- [x] Specifications - Methods of Evaluation
- [x] Outline - Course Outline

Please summarize the ways in which your course includes DEI.

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.

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

☐ Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Transferable to CSU only

Transferability Status

Approved

UC Transferable and/or Lower-Division Major Requirement

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

Units and Hours

Summary

Minimum Credit Units	1
Maximum Credit Units	1
Total Course In-Class (Contact) Hours	36
Total Course Out-of-Class Hours	0
Total Student Learning Hours	36

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	0	0
Laboratory Hours	3	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	0
Laboratory	36
NA	0
Total	36
Course Out-of-Class Hours	
Lecture	0
Laboratory	0
NA	0
Total	0

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction	Methods of Instruction
Methods of Instruction	Discussion of environmental topics Hands-On Experiments & Hypothesis Testing Data Collection & Documentation Final Presentation

Assignments

A. 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
B. 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	A. 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. B. 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

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
To be determined in consultation with the instructor. See section 3 & 4 of the Special Projects Contract.				

Suggested Reading List

No Value

Learning Outcomes

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

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

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

Outline

Course Outline

A. 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
B. 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

C. 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
D. 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.

Blue Form

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

1. Is the unit(s) change required for articulation?

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

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

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

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

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

- (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.)

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

No Value

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

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

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

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

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

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

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

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

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

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

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

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

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

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

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

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

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

H-Matrix Form

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

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.

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

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

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

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

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.)

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

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

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

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

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

Comments

Stage 2: Department Chair

No Value

Stage 3: DEI

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	
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

Stage 5: De Anza General Education

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
3/18/26	Matrix H	Objective 2	Required	Please complete for your Limitation on Enrollment	Y

Stage 7: Dean of Online Learning

No Value

Stage 8: SLO Coordinator

No Value

Stage 10: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

ESCI 077

Course Status

Non-substantial

Course Characteristics

No Value

Cross-Listed/Related Course Information

- Related Parent

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

No Value

De Anza College

Course Outline of Record Report

06/11/2026

L SD050. : Student Success Strategies

General Information

Faculty Initiator:	• Cathy Patel
Attachments:	Hybrid_LS_50_2027F.pdf
Course ID (CB01A and CB01B) :	L SD050.
Short Course Title:	STUDENT SUCCESS STRATEGIES
Course Title (CB02) :	Student Success Strategies
Department:	L S - Learning Strategies
Effective Term:	Fall 2027
TOP Code (CB03) :	(4930.32) Learning Skills, Learning Disabled
CIP Code:	(32.0199) Basic Skills and Developmental/Remedial Education, Other
SAM Priority Code (CB09) :	E - Non-Occupational
Distance Education Approved:	Yes
Course Control Number:	CCC000601688
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	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) :	• Lower Division
Mode of Delivery:	• Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	• Speech Language Pathology: Disabled Students Programs and Services
Discipline 2:	No value
Discipline 3:	No value
FSA:	• FHDA FSA - LEARNING DISABILITIES

Formerly Statement

Formerly Statement

(Formerly GUID D202.)

Course Justification

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.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

Yes

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review

Please check all areas in the COR that address DEI.

- [x] Basic Course Information - Course Description
- [x] Specifications - Assignments
- [x] Specifications - Examples of Primary Texts and References
- [x] Specifications - Methods of Instruction
- [x] Specifications - Methods of Evaluation
- [x] Outline - Course Outline

Please summarize the ways in which your course includes DEI.

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

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is designated as an "approved special class" for students with disabilities.

Grade Options

- Pass/No Pass

Repeat Limit

99

Course Prior To College Level

Not applicable.

Repeatability Statement

(Repeatable as needed to meet the Student Educational Contract (Title 5, section 56029).)

Course Support Status (CB26)

Course is not a support course

Associated Programs

- [ ] Course is part of a program

Associated Program	Award Type	Active
No value	No value	

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Transferable to CSU only

Transferability Status

Approved

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

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

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	4
Maximum Credit Units	4
Total Course In-Class (Contact) Hours	48
Total Course Out-of-Class Hours	96
Total Student Learning Hours	144

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	4	8
Laboratory Hours	0	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	48
Laboratory	0
NA	0
Total	48
Course Out-of-Class Hours	
Lecture	96
Laboratory	0
NA	0
Total	96

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class

No Value	No Value	No Value	No Value

SKIP

No Value

Specifications

Methods of Instruction

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

A. Weekly textbook readings and exercises focused on learning strategies, cognitive diversity, and effective academic practices.
B. Written summaries of textbook chapters and case studies analyzing learning strategies and their application to diverse learning needs and educational contexts.
C. Individual or small-group class presentations demonstrating learning strategies and tools that support different learning styles and cognitive strengths.
D. Maintain an organized binder or digital learning portfolio of course materials, assignments, and learning resources to support accessible study practices.
E. Use of a time-management tool or planner to develop structured strategies for balancing academic responsibilities.
F. Weekly reflective learning logs describing academic successes, challenges, and the effectiveness of learning strategies applied during the term.
G. 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.

Methods of Evaluation	**Methods of Evaluation**
Methods of Evaluation	A. Completion of weekly textbook exercises evaluated using a rubric that measures comprehension, application of learning strategies, and completion of assigned activities. B. Individual presentations evaluated on clarity, understanding, and application of learning strategies relevant to diverse learning styles and academic contexts. C. Organization of course materials and weekly learning logs evaluated using a checklist that assesses completeness, reflection on learning progress, and application of study strategies. D. 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. E. Short quizzes assessing comprehension of key concepts, graded using a traditional scale (90–100 = A, 80–89 = B, 70–79 = C, etc.). F. Midterm and final examinations evaluating understanding and application of course concepts, graded on a traditional grading scale. G. 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

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Seli, Paul. ● Focuses on self-regulated learning, study strategies, and motivation for	Motivation and Learning Strategies for College Success:	Routledge	7th Edition, 2023.	ISBN: 9781032470207

college students. ● Includes discussion of students' lived experiences, equity, and diverse learning needs.	A Focus on Self-Regulated Learning.			
Carter, Christine; Bishop, Joyce; Kravits, Sarah.	Keys to College Studying: Becoming an Active Thinker.	Pearson	15th Edition, 2023.	ISBN: 9780137490462

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	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	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	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.
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

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.

CSLOs

Formulate an individualized study strategy which includes accommodations and advocacy for their specific disability.

Expected SLO Performance: 0.0

Demonstrate study techniques by utilizing individualized study strategies and apply them in other course(s). Expected SLO Performance: 0.0

Outline

Course Outline

A. 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.

B. 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.
      a. Choose appropriate accommodations based on cognitive strengths and weaknesses.
      b. Examine their own cognitive profile with the instructor.
   2. Examine learning styles using a variety of standardized, screening, and inventory instruments.
      a. Identify hemispheric dominance and define strategies.
      b. Identify preferred sensory modes and strategies.
      c. Identify social learning preferences.
      d. 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.

C. Identify those factors related to learning differences based on research on the brain.
   1. Describe learning differences that may interfere with academic success.
      a. Describe the characteristics of learning disabilities.
      b. 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.
      a. Name the ten elements that affect memory and learning as experienced in the "memory box" activity.
      b. Name the different kinds of memory.

D. 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.

E. 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.

Blue Form

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

1. Is the unit(s) change required for articulation?

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

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

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

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

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

No Value

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

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

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

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

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

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

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

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

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

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

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

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

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

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

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

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

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

H-Matrix Form

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

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

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

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

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

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

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.)

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

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

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

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

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

Comments

Stage 2: Department Chair

No Value

Stage 3: DEI

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	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.**	Yes-Bob assisted
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
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, just let me know in the initiator response box.**	Not Appropriate.

Stage 4: Articulation Officer

No Value

Stage 5: De Anza General Education

No Value

Stage 6: Content Review Matrix Liaison

No Value

Stage 7: Dean of Online Learning

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
5/4/26	Basic Course Information	Proposed Details - Attachments	Required	Please upload your Hybrid Course Delivery forms as .pdf files in the attachments.	Y

Stage 8: SLO Coordinator

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 accommodations and advocacy for their specific disability.** (https://deanza.elumena 1f6be0f2405a1773356891969&viewType=step&fromUrl=https%3A%2F%2Fdeanza.elumenapp.com%2Felumen%2Ftray%3FactionMethod%3Dlist%26navigation_level% review-filters) To: Formulate an individualized study strategy which ***includes*** accommodations and advocacy for their specific disability.
5/5/2026	Learning Outcomes	CSLO #2	Suggested	Grammar change: **Demonstrate study techniques by utilizing individualized study strategies and apply it in other course(s).** (https://deanza.elumenapp.com/elum 1f6be0f2405a1773356891969&viewType=step&fromUrl=https%3A%2F%2Fdeanza.elumenapp.com%2Felumen%2Ftray%3FactionMethod%3Dlist%26navigation_level% review-filters) To Demonstrate study techniques by utilizing individualized study strategies and apply ***them*** in other course(s).

Stage 10: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

L S 050

Course Status

Non-substantial

Course Characteristics

- Disability Support

Cross-Listed/Related Course Information

- NA

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

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

De Anza College

Course Outline of Record Report

06/11/2026

L SD207. : Introductory Writing and Grammar Skills

General Information

Faculty Initiator:	• Cathy Patel
Attachments:	Hybrid_LS_207_2027F.pdf
Course ID (CB01A and CB01B) :	L SD207.
Short Course Title:	INTRO WRIT/GRAMM SKILLS
Course Title (CB02) :	Introductory Writing and Grammar Skills
Department:	L S - Learning Strategies
Effective Term:	Fall 2027
TOP Code (CB03) :	(1501.00) English
CIP Code:	(23.0101) English Language and Literature, General
SAM Priority Code (CB09) :	E - Non-Occupational
Distance Education Approved:	Yes
Course Control Number:	CCC000519331
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	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
Mode of Delivery:	• Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	• Speech Language Pathology: Disabled Students Programs and Services
Discipline 2:	No value
Discipline 3:	No value
FSA:	• FHDA FSA - LEARNING DISABILITIES

Formerly Statement

Formerly Statement

(Formerly GUID D207.)

Course Justification

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.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

Yes

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review

Please check all areas in the COR that address DEI.

- [x] Basic Course Information - Course Description
- [x] Specifications - Assignments
- [x] Specifications - Examples of Primary Texts and References
- [x] Specifications - Methods of Instruction
- [x] Specifications - Methods of Evaluation
- [x] Outline - Course Outline

Please summarize the ways in which your course includes DEI.

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.

Course Development Options

Basic Skill Status (CB08)

Course is a basic skills course.

Course Special Class Status (CB13)

Course is designated as an "approved special class" for students with disabilities.

Grade Options

- Pass/No Pass

Repeat Limit

99

Course Prior To College Level

Two levels below transfer,

Repeatability Statement

(Repeatable as needed to meet the Student Educational Contract (Title 5, section 56029).)

Course Support Status (CB26)

Course is not a support course

Associated Programs

☐ Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

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

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	4
Maximum Credit Units	4
Total Course In-Class (Contact) Hours	48
Total Course Out-of-Class Hours	96
Total Student Learning Hours	144

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Not Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	4	8
Laboratory Hours	0	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	48
Laboratory	0
NA	0
Total	48
Course Out-of-Class Hours	
Lecture	96
Laboratory	0
NA	0
Total	96

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

Methods of Instruction

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

A. Weekly textbook readings and exercises focused on learning strategies, cognitive diversity, and effective academic practices.
B. Written summaries of textbook chapters and case studies analyzing learning strategies and their application to diverse learning needs and educational contexts.
C. Individual or small-group class presentations demonstrating learning strategies and tools that support different learning styles and cognitive strengths.
D. Maintain an organized binder or digital learning portfolio of course materials, assignments, and learning resources to support accessible study practices.
E. Use of a time-management tool or planner to develop structured strategies for balancing academic responsibilities.
F. Weekly reflective learning logs describing academic successes, challenges, and the effectiveness of learning strategies applied during the term.
G. 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.

Methods of Evaluation	**Methods of Evaluation**
Methods of Evaluation	A. Completion of weekly textbook exercises evaluated using a rubric that measures comprehension, application of learning strategies, and completion of assigned activities. B. Individual presentations evaluated on clarity, understanding, and application of learning strategies relevant to diverse learning styles and academic contexts. C. Organization of course materials and weekly learning logs evaluated using a checklist that assesses completeness, reflection on learning progress, and application of study strategies. D. 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. E. Short quizzes assessing comprehension of key concepts, graded using a traditional scale (90–100 = A, 80–89 = B, 70–79 = C, etc.).

F. Midterm and final examinations evaluating understanding and application of course concepts, graded on a traditional grading scale.
G. 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

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Monique Babin; Carol Burnell; Susan Pesznecker; Nicole Rosevear; Jaime Wood	The Word on College Reading and Writing	Open Oregon Educational Resources	2017 (print edition commonly listed as 2018)	Print ISBN: 978-1-63635-028-8 E-book ISBN: 978-1-63635-027-1
Editors of Merriam-Webster	Webster's All-in-One Dictionary and Thesaurus, Third Edition	Federal Street Press	2024	ISBN-13: 978-1596951846
Oxford Languages (Oxford University Press)	Oxford American Desk Dictionary & Thesaurus	Oxford University Press	2023	ISBN-13: 978-0199739271

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	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. 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	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
Reading List	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
Reading List	Rico, Gabriele Lusser. The Power of Story: Write to Shape Experience. Absey & Co. 2009.
May include, but are not limited to	No value
Reading List	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
Reading List	Thompson, Diane R. & Bushnell, Lidia E. Reading: Learning, Writing & Disorders. Nova Science. 2008.
May include, but are not limited to	No value
Reading List	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
Reading List	Internet Resources for Grammar & Writing: http://www.eslprof.com/handouts/index.htm
May include, but are not limited to	No value
Reading List	Internet Resources for Grammar & Writing: http://www.ghotit.com
May include, but are not limited to	No value
Reading List	Internet Resources for Learning Disabilities and Written Expression: http://www.inspiration.com
May include, but are not limited to	No value
Reading List	Internet Resources for Learning Disabilities and Written Expression: http://www.grammarly.com
May include, but are not limited to	No value

Reading List	Internet Resources for Learning Disabilities and Written Expression: http://www.englishforeveryone.org
May include, but are not limited to	No value

Learning Outcomes

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.

CSLOs

Compose an appropriately structured paragraph.	Expected SLO Performance: 0.0
Demonstrate standard grammar and punctuation in their written work.	Expected SLO Performance: 0.0

Outline

Course Outline

A. 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.

B. 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.
        a. Choose appropriate accommodations based on cognitive strengths and weaknesses.
        b. Examine their own cognitive profile with the instructor.
    2. Examine learning styles using a variety of standardized, screening, and inventory instruments.
        a. Identify hemispheric dominance and define strategies.
        b. Identify preferred sensory modes and strategies.
        c. Identify social learning preferences.
        d. 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.

C. Identify those factors related to learning differences based on research on the brain.
    1. Describe learning differences that may interfere with academic success.
        a. Describe the characteristics of learning disabilities.
        b. 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.
        a. Name the ten elements that affect memory and learning as experienced in the "memory box" activity.
        b. Name the different kinds of memory.

D. 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.

E. 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

Blue Form

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

1. Is the unit(s) change required for articulation?

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

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

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

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

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

No Value

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

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

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

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

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

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

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

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

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

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

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

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

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

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

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

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

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

H-Matrix Form

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

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

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

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

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

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

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.)

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

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

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

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

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

Comments

Stage 2: Department Chair

No Value

Stage 3: DEI

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
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

Stage 5: De Anza General Education

No Value

Stage 6: Content Review Matrix Liaison

No Value

Stage 7: Dean of Online Learning

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

Stage 10: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

L S 207

Course Status

Non-substantial

Course Characteristics

- Disability Support

Cross-Listed/Related Course Information

- NA

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

- Tech. change appr. only - division code and/or department code/name changes appr. 6/20/2017 - mkct

De Anza College

Course Outline of Record Report

06/11/2026

L SD211. : Algebra Skills

General Information

Faculty Initiator:	• Cathy Patel
Attachments:	Hybrid_LS_211_2027F.pdf
Course ID (CB01A and CB01B) :	L SD211.
Short Course Title:	ALGEBRA SKILLS
Course Title (CB02) :	Algebra Skills
Department:	L S - Learning Strategies
Effective Term:	Fall 2027
TOP Code (CB03) :	(1701.00) Mathematics, General
CIP Code:	(27.0101) Mathematics, General
SAM Priority Code (CB09) :	E - Non-Occupational
Distance Education Approved:	Yes
Course Control Number:	CCC000524691
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	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.
Course Type (CB27) :	• Lower Division
Mode of Delivery:	• Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	• Speech Language Pathology: Disabled Students Programs and Services
Discipline 2:	No value
Discipline 3:	No value
FSA:	• FHDA FSA - LEARNING DISABILITIES

Formerly Statement

Formerly Statement

(Formerly GUID D211.)

Course Justification

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.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review

Please check all areas in the COR that address DEI.

- [x] Basic Course Information - Course Description
- [x] Specifications - Assignments
- [x] Specifications - Examples of Primary Texts and References
- [x] Specifications - Methods of Instruction
- [x] Specifications - Methods of Evaluation
- [x] Outline - Course Outline

Please summarize the ways in which your course includes DEI.

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.

Course Development Options

Basic Skill Status (CB08)

Course is a basic skills course.

Course Special Class Status (CB13)

Course is designated as an "approved special class" for students with disabilities.

Grade Options

- Pass/No Pass

Repeat Limit

Course Prior To College Level

Repeatability Statement

99	Two levels below transfer,	(Repeatable as needed to meet the Student Educational Contract (Title 5, section 56029).)

Course Support Status (CB26)

Course is not a support course

Associated Programs

☐ Course is part of a program

Associated Program	Award Type	Active
No value	No value	

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)	Transferability Status
Not transferable	Not transferable

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

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

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	4
Maximum Credit Units	4

Total Course In-Class (Contact) Hours	48
Total Course Out-of-Class Hours	96
Total Student Learning Hours	144

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Not Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	4	8
Laboratory Hours	0	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	48
Laboratory	0
NA	0
Total	48
Course Out-of-Class Hours	
Lecture	96
Laboratory	0
NA	0
Total	96

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

Methods of Instruction

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.

Assignments

A. Students will engage with clearly stated learning objectives in course materials to support transparency and goal setting.
B. Daily problem-solving activities provide opportunities for guided practice using multiple strategies and approaches to mathematical thinking.
C. Key vocabulary will be introduced and reinforced to support comprehension and academic language development.
D. 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.

Methods of Evaluation	**Methods of Evaluation**
Methods of Evaluation	A. Assessment methods include diagnostic and reflective evaluations at the beginning and end of the term to help measure student growth and inform instructional support. B. Quizzes assess the development of problem-solving skills and understanding of key mathematical vocabulary. C. Midterm and final assessments evaluate students' progress in applying calculation skills and mathematical concepts over time. D. 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.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Calculator appropriate to accommodate the student's disability

Essential College Facilities:

- None

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN

Julie Miller, Molly O'Neill, Nancy Hyde	Prealgebra & Introductory Algebra	McGraw Hill Education	2025	ISBN-10: 1264612923
Lynn Marecek, MaryAnne Anthony-Smith, Andrea Honeycutt Mathis, Jay Abramson, Sharon North, Amy Baldwin & Alyssa Howell	Algebra 1 — OpenStax (2025)	OpenStax	June 4, 2025	

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	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	Mooney, Jonathan, & Cole, David. "Learning Outside the Lines". New York: Simon & Schuster, 2000.
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.
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.
May include, but are not limited to	No value
Reading List	Wolf, Pat. "Student Successes with Thinking Maps". Thousand Oaks, CA.: Corwin Press, 2004.
May include, but are not limited to	No value

Learning Outcomes

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

CSLOs

Utilize the applications of the real number system. Expected SLO Performance: 0.0

Outline

Course Outline

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.
- 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.

Blue Form

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

1. Is the unit(s) change required for articulation?

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

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

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

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

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

No Value

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

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

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

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

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

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

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

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

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

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

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

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

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

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

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

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

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

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

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

H-Matrix Form

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

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

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

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

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

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

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.)

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

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

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

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

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

Comments

Stage 2: Department Chair

No Value

Stage 3: DEI

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
4/8/2026	Specifications	Assignments	Suggested	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.	Not appropriate
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
4/8/2026	Outline	Course Outline	Suggested	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 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

Stage 5: De Anza General Education

No Value

Stage 6: Content Review Matrix Liaison

No Value

Stage 7: Dean of Online Learning

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

Stage 10: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

L S 211

Course Status

Non-substantial

Course Characteristics

- Disability Support

Cross-Listed/Related Course Information

- NA

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

- Tech. change appr. only - division code and/or department code/name changes appr. 6/20/2017 - mkct