Section I: BASIC COURSE INFORMATION

Outline Status: **Approved Course**

1. **COLLEGE:** **WEST LOS ANGELES COLLEGE**

2. **SUBJECT:** **ENGLISH**

3. **COURSE NUMBER:** **102**

4. **COURSE TITLE:** **COLLEGE READING AND COMPOSITION II**

5. **UNITS:** **3**

6. **CATALOG COURSE DESCRIPTION:**

> English 102 focuses on developing student appreciation of a variety of literary genres from diverse writers in different eras. Students learn how to identify standard elements of story in texts and to use appropriate literary terminology to interpret texts and defend their textual interpretations.

7. **CLASS SCHEDULE COURSE DESCRIPTION:**

> English 102 focuses on developing student appreciation of a variety of literary genres from diverse writers in different eras. Students learn how to identify standard elements of story in texts and to use appropriate literary terminology to interpret texts and defend their textual interpretations.

8. **INITIAL COLLEGE APPROVAL DATE:** **4/26/2010**

9. **LAST UPDATE DATE:** **4/28/15**

10. CLASS HOURS:

	Standard Hrs Per Week (based On 18 weeks)	Total Hs per Term (hrs per week x 18)	Units
Lecture:	**3**	**54**	**3**
Lab/Activity (w / homework):	**0**	**0**	**0**
Lab/Activity (w /o homework):	**0**	**0**	**0**
Totals:	Lecture: **3**	Lecture: **54**	Lecture: **3**
	Lab: **0**	Lab: **0**	Lab: **0**
	Total: **3**	Total: **54**	Total: **3**
Totals In Protocol:	Lecture: **3**	Lecture: **54**	
	Lab: **0**	Lab: **0**	
	Total: **3**	Total: **54**	Total: **3**

11. PREREQUISITES, COREQUISITES, ADVISORIES ON RECOMMENDED PREPARATION, and LIMITATION ON ENROLLMENT

Note: The LACCD's *Policy on Prerequisites, Corequisites and Advisories* requires that the curriculum committee take a separate action verifying that a course's prerequisite, corequisite or advisory is an "appropriate and rational measure of a student's readiness to enter the course or program" and that the prerequisite, corequisite or advisory meets the level of scrutiny delineated in the policy.

Prerequisites: **Yes**

Subject	Course #	Title	Units	Approval Date
ENGLISH	**101**	**COLLEGE READING AND COMPOSITION I**	**3**	**1/1/08**

Corequisites: **No**

Subject	Course #	Title	Units	Approval Date

Advisories: **No**

Subject	Course #	Title	Units	Approval Date

12. **OTHER LIMITATIONS ON ENROLLMENT** (see Title 5, Section 58106 and Board Rule 6803 for policy on allowable

limitations. Other appropriate statutory or regulatory requirements may also apply):

Section II: COURSE CONTENT AND OBJECTIVES

1. COURSE CONTENT AND OBJECTIVES:

COURSE CONTENT AND SCOPE - **Lecture:** Outline the topics included in the lecture portion of the course *(Outline reflects course description, all topics covered in class).*	Hours Per Topic	COURSE OBJECTIVES - **Lecture:** Upon successful completion of this course, the student will be able to...*(Use action verbs - see Bloom's Taxonomy for 'action verbs requiring cognitive outcomes.')*
NOTE: The critical thinking skills listed under "content" and "objectives" apply to all genres: poetry, drama, short fiction, and the novel.		1. Critically evaluate works of literature, demonstrating familiarity with key concepts such as the intention of the author, character, plot, setting, denotative and connotative meaning, diction, style, mood, tone, point of view, figurative and literal language, image, simile, analogy, synecdoche, metaphor, symbol, allusion, allegory, irony, and parody.
Overview of course: Introduction to the Critical Interpretation of Literature.		
Topic: Literature and Interpretation--	4	
Basic Concepts: interpretation, the intention of the author, inference, mood, tone.	4	
Critical skills: inferential reading, developing personal interpretations, comparing and contrasting interpretations.	5	2. Identify standard plot structures in literary works, such as Freytag's Pyramid and The Hero's Journey.
Topic: Critical Approaches to the Interpretation of Fiction.	4	3. Demonstrate understanding that textual interpretation and appreciation varies with different eras and cultures.
Basic concepts: character, characterization, plot, setting, denotative and connotative meaning, diction, mood, tone, point of view.	5	4. Interpret poems, plays, short stories, screenplays, and novels from the perspective of different schools of critical thought.
Critical Skills: analyzing interpretations, identifying assumptions, reasoning, evaluating authorial biases and evidence and the plausibility of arguments and interpretations, developing persuasive arguments and interpretations.	5	5. Recognize and identify key characteristics of major literary genres.
Topic: Critical Approaches to the Interpretation of Drama.	5	6. Write cogent college-level essays that are stylistically and technically adequate, use literary works to support a thesis, and require multiple in-text citations and a Works Cited in correct MLA format.
Basic Concepts: tragedy, comedy: persona, transformation, dramatic tension, climax, catharsis, irony, satire.	5	
Critical Skills: evaluating critical theories and arguments from various "schools" or perspectives (Psychoanalytical, New Criticism, Historical, Marxist, Feminist, Deconstructive); distinguishing between literal and inferential meaning; evaluating the purpose of the author and historical context; identiyfing fallacies and weakness in critical texts; identifying omissions; evaluating appeals to logic and emotion; evaluating the persuasive power of style.	4	
Topic: Critical Approches to the Interpretation of Poetry	4	
Basic Concepts: lyric, dramatic, epic, and narrative poetry, poetic persona, literal and figurative language, connotative and denotative meaning, image, simile, metaphor, symbol, allusion, allegory,	4	

irony, parody, scansion, verse form, free verse.		
Critical skills: Evaluating explications and critical interpretations; recognizing and evaluating the use of rhetorical devices; locating and interpreting textual ambiguities; comparing and contrasting texts; evaluating differing critical interpretations.	5	
Total:	54	
Total Lecture Hours In Section I Class Hours:	54	

*Total lecture and laboratory hours (which include the final examination) must equal totals on page 1.
**In general "activity" courses or portions of courses are classified "laboratory."

1.   (cont'd) LAB:

COURSE CONTENT AND SCOPE - **Lab:** Outline the topics included in the lecture portion of the course *(Outline reflects course description, all topics covered in class).*	Hours Per Topic	COURSE OBJECTIVES – **Lab:** Upon successful completion of this course, the student will be able to…*(Use action verbs – see Bloom's Taxonomy for 'action verbs requiring cognitive outcomes.')*
Total:	0	
Total Lab Hours In Section I Class Hours:	0	

1.   (cont'd) STUDENT LEARNING OUTCOME (SLO):

STUDENT LEARNING OUTCOMES - *(Quote the appropriate Institutional SLO's in this column):*		HOW WILL THESE STUDENT LEARNING OUTCOMES BE ASSESSED - *(Explain how each outcome will be assessed in this column):*
SLO Addendum attached to Section VIII.		

Essential Academic Skills: Reading and Communication

2.   REQUIRED TEXTS AND SUPPLEMENTAL READINGS:

Provide a representative list of textbooks and other required reading; include author, title and date of publication:

Title	Author	Year
Literature: Reading, Reacting and Writing	**Kirszner, Laurie G. and Stephen R. Mandell**	**2012**
The Compact Bedford Introduction to Literature: Reading, Thinking, Writing	**Meyer, Michael**	**2014**
Norton Anthology of World Literature	**Puchner, Martin**	**2012**
Literature: An Introduction to Fiction, Poetry, Drama, and Writing, Portable Edition	**Kennedy, X.J.**	**2012**

3.   READING ASSIGNMENTS:

If applicable, reading assignments in this course may include but are not limited to the following:

Short story, flash fiction, poetry, drama, screenplay, novella, novel, biography.

4. WRITING ASSIGNMENTS:

Writing assignments, as required by Title 5, in this course may include, but are not limited to the following:

Essay, summary, journal, reading log, portfolio, evaluation of library and Internet research sources.

Essential Academic Skills: Critical Thinking and Other Course Components

5. REPRESENTATIVE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:

Provide examples of assignments, as required by Title 5, that demonstrate critical thinking.

Students will regularly required to analyze, evaluate and synthesize lessons concepts in course assignments. Examples: (1) Compare how Nathan Englander in 'What We Talk About When We Talk About Anne Frank' (2012) and Haruki Murakama in 'Town of Cats' (2011) use Freytag's Pyramid or The Hero's Journey to structure their stories. (2) In the Daniel Orozco short story 'Orientation,' identify what kind of narrator Orozco uses and determine whether his choice of narrator is crucial to the development of the characters in the story.

6. SELF REFLECTIVE LEARNING:

If applicable, describe how students will reflect on their development as active learners. Provide representative examples below:

Students will consciously and consistently reflect on their reading strategies throughout the course. Examples: (1) In a reading log at the beginning of the course, students will describe the process they use to read fiction, and then mid-way through the course and at the end of the course, students will again describe the process they use to read fiction, comparing process descriptions and evaluating their effectiveness. (2) Students will use either Freytag's Pyramid or The Hero's Journey to write a 3-6 page autobiography that highlights their development as active readers and their parents' and teachers' involvement in that experience.

7. COMPUTER COMPETENCY:

If applicable, explain how computer competency is included in the course.

All essays must be typed on a computer, and students in online classes will use Etudes software. Additionally, students may be required to conduct research via the Internet. Work Cited pages must be formatted on computers. Computer sources must be documented according to MLA style.

8. INFORMATION COMPETENCY:

If applicable, explain how information competency is included in the course.

Students may be asked to use library print and electronic resources.

Evaluation and Instruction

9. REPRESENTATIVE OUTSIDE ASSIGNMENTS (HOMEWORK):

Out of class assignments (Homework) may include, but are not limited to the following:

Essay, summary, journal, reading log, portfolio, quizzes and tests, assigned readings, library and Internet research. Examples: (1) Compare how Nathan Englander in 'What We Talk About When We Talk About Anne Frank' (2012) and Haruki Murakama in 'Town of Cats' (2011) use Freytag's Pyramid and The Hero's Journey to structure their stories. (2) In the Daniel Orozco short story 'Orientation,' identify what kind of narrator Orozco uses and determine whether his choice of narrator is crucial to the development of the characters in the story. (3) In a reading log at the beginning of the course, students will describe the process they use to read fiction, and then mid-way through the course and at the end of the course, students will again describe the process they use to read fiction, comparing process descriptions and evaluating their effectiveness. (4) Use either Freytag's Pyramid or The Hero's Journey to write a 3-6 page autobiography that highlights your educational experience and your parents' involvement in that experience.

10. METHODS OF EVALUATION:

Title 5, section 55002 requires grades to be "based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students." Methods of evaluation may include, but are not limited to the following (please note that evaluation should measure the outcomes detailed "Course Objectives" at the beginning of Section II):

Essay, summary, journal, reading log, portfolio, quizzes and tests, assigned readings, library and Internet research assignments.

11. METHODS OF INSTRUCTION:

Please Check All That Apply

X	**Discussion**
X	**Activity**
☐	**Field Experience**
X	**Independent Study**
X	**Purposeful Collaboration**
☐	**Other (Please Explain)**

12. SUPPLIES:

List the supplies the student must provide.

Required textbook(s); for online classes, access to Internet

13. DIVERSITY:

If applicable, explain how diversity (e.g., cultural, gender, etc.) is included in the course.

> Literary works from diverse sources will be studied. In the process, the impact of culture, gender, race and nationality on characters will be examined.

14. SCANS COMPETENCIES (required for all courses with vocational TOP Codes; recommended for all courses):

SCANS (Secretary's Commission on Necessary Skills) are skills the Department of Labor identified, in consultation with business and industry leaders, which reflect the skills necessary for success in the workplace. Check the appropriate boxes to indicate the areas where students will develop the following skills (please note that all SCANS competencies do not apply to all courses):

RESOURCES

[X] **Managing Time:** Selecting relevant goal-related activities, ranking them in order of importance, allocating time to activities, and understanding, preparing and following schedules.

[ ] **Managing Money:** Using or preparing budgets, including making cost and revenue forecasts; keeping detailed records to track budget performance, and making appropriate adjustments.

[ ] **Managing Material and Facility Resources:** Acquiring, storing, allocating, and distributing materials, supplies, parts, equipment, space or final products in order to make the best use of them.

INTERPERSONAL

[X] **Participating as Member of a Team:** Working cooperatively with others and contributing to group's efforts with ideas, suggestions and effort.

[X] **Teaching Others New Skills:** Helping others learn needed knowledge and skills.

[X] **Exercising Leadership:** Communicating thoughts, feelings, and ideas to justify a position, encouraging, persuading, convincing or otherwise motivating an individual or group, including responsibly challenging existing procedures, policies or authority.

[X] **Negotiating:** Working toward agreement that may involve exchanging specific resources or resolving divergent interests.

[X] **Working with Cultural Diversity:** Working well with men and women and with people from a variety of ethnic, social, or educational backgrounds.

INFORMATION

[X] **Acquiring and Evaluating Information:** Identifying a need for data, obtaining the data from existing sources or creating them, and evaluating their relevance and accuracy.

[ ] **Organizing and Maintaining Information:** Organizing, processing and maintaining written or computerized records and other forms of information in a systematic fashion.

[X] **Interpreting and Communicating Information:** Selecting and analyzing information and communicating the results of others, using oral, written, graphic, pictorial, or multimedia methods.

[X] **Using Computers to Process Information:** Employing computers to acquire, organize, analyze and communicate information.

SYSTEMS

[x] **Understanding Systems:** Knowing how social, organizational and technological systems work and operating effectively with them.

[ ] **Monitoring and Correcting Performance:** Distinguishing trends, predicting impacts of actions on system operations, diagnosing deviations in the functioning of a system/organization, and taking necessary steps to correct performance.

[ ] **Improving or Designs Systems:** Making suggestions to modify existing systems in order to improve the quality of products or services and developing new or alternative systems.

TECHNOLOGY

[ ] **Selecting Technology:** Judging which sets of procedures, tools or machines, including computers and their programs, will produce the desired results.

[ ] **Applying Technology to Tasks:** Understanding overall intent and proper procedures for setting up and operating machines, including computers and their reprogramming systems.

[ ] **Maintaining and Troubleshooting Equipment:** Preventing, identifying, or solving problems with equipment, including computers and other technologies.

Section III: RELATIONSHIP TO COLLEGE PROGRAMS

1. **THIS COURSE WILL BE AN <u>APPROVED REQUIREMENT</u> FOR**
    AN APPROVED ASSOCIATE DEGREE OR CERTIFICATE PROGRAM: Yes

    a. If yes, the course will be a **requirement** portion of the "approved program" listed on the State Chancellor's Inventory of Approved Programs (approved programs can be found on the State Chancellor's Office website at https://misweb.cccco.edu/webproginv/prod/invmenu.htm..

    English AA - Program: 150100 State ID: 03321

    NOTE: In order for a course to be approved as a requirement for an associate degree or certificate program, the program must be listed on the State Chancellor's Office *Inventory of Approved Programs* AND the course must be listed in the college catalog as either a requirement or an elective for the program. If course is not part of an approved program at the college adopting the course, it will be considered to be a "stand-alone" course, and is subject to the State Chancellor's approval criteria. The college must complete and submit the Chancellor's Office "APPLICATION FOR APPROVAL OF CREDIT" form. Certain courses are granted "blanket approval" by the State Chancellor's Office and do not require separate approval. See the Chancellor's Office *Program and Course Approval Handbook* for details. LACCD Skills **Certificates are not State approved programs** and are not listed on the Chancellor's Office *Inventory of Approved Programs.*

2. **GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE DEGREE STATUS:**

    a. Area requested: **C. Humanities** Approval Date: **4/26/10**

    If applicable, provide an explanation of how the course meets the General Education parameters for one of the five general education areas – Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education -- contained in Board Rule 6201.14 -General Education Requirements. http://www.laccd.edu/board_rules/documents/Ch.VI-ArticleII.pdf

    b. Area requested: **None**

Section IV: ARTICULATION INFORMATION

1. **TRANSFER STATUS:**

   a. Transferable to the University of California: **Yes**

   c. Transferable to the California State University: **Yes**

   b. UC Approval Date:

   d. College Approval Date:

2. GENERAL EDUCATION FOR TRANSFER:

IGETC Certification:

   a. Area requested: 3B: Humanities
   b. Date requested:
   c. IGETC Approval Date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.

CSU Certification:

   a. Area requested: A3: Critical Thinking
   b. Date requested:
   c. CSU Approval Date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.

IGETC Certification:

   a. Area requested: 8B : ENGLISH COMPOSITION
   b. Date requested:
   c. IGETC Approval Date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.

CSU Certification:

   a. Area requested: C2: Humanities
   b. Date requested:
   c. CSU Approval Date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.

3. **MAJOR REQUIREMENT FOR TRANSFER:**

   Will this course be articulated to meet lower division major requirements? **No**

   List college/university and the majors:

CAN NUMBER: **CAN SEQUENCE #:**

CAN Approval --

Date requested: Date approved:

Section V: SUPPLEMENTAL COURSE INFORMATION

1. **DEPT/DIVISION NAME: Language Arts**

2. **DEPT/DIVISION CODE: 35**

3. **SUBJECT CODE** : **399**

4. **SUBJECT ABBREVIATION** : **ENGLISH**

5. **RECOMMENDED MINIMUM QUALIFICATION AREA**:

6. **ABBREVIATION FOR TRANSCRIPTS** : **COLLEGE RDG&COMP II**

7. **DEGREE CREDIT:**

   Indicate whether the course meet the "standards for approval" for degree credit course set forth in Title 5, section 55002(a)(2), which requires the course to have a degree of intensity, difficulty, and vocabulary that the curriculum committee has determined to be at the college level: **Degree Applicable**

8. **GRADING METHOD** : **LETTER GRADE**

9. **REPETITIONS:** # of times repeated for credit : **0**

10. **PRIOR TO TRANSFERABLE LEVEL**

    This course attribute applies to *English, Writing, ESL, reading and mathematics* courses ONLY. If applicable, indicate how many levels below the transferable level this course should be placed: **Not applicable**

11. **CREDIT BASIC SKILLS**

    Title 5, section 55000(j) defines basic skills as "courses in reading, writing, computation, and English as a Second Language, which are designated as non-degree credit courses pursuant to Title 5, section 55002(b)." **No**

12. **CROSS REFERENCE**

    Is this course listed as equivalent in content to existing College/District courses in another discipline? **No**

If Yes, list courses (documentation of cross-discipline agreement must be provided):

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13. **COURSE SPECIFICALLY DESIGNED FOR STUDENTS W/ DISABILITIES**

Title 5, section 56029 allows a course to be repeatable when continuing success of the students with disabilities is dependent on additional repetitions of a specific class. Is this course designated as an "approved special class" for students with disabilities? **No**

If yes, provide an explanation of how this course meets the requirements of Title 5, section 56029.

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14. **COOPERATIVE EDUCATION STATUS -**

Title 5, section 55252 allows for two types of Cooperative Education: 1) General Work Experience Education -- i.e., supervised employment, which is intended to assist students in acquiring desirable work habits, attitudes and career awareness, which need not be related to the students' educational goals; or 2) Occupational Work Experience Education -- i.e., supervised employment, extending classroom based occupational learning at an on-the-job learning station, which is related to the students' educational or occupational goal. Is this course part of the college's approved cooperative work experience education program? **No**

15. **COURSE CLASSIFICATION: Credit Course**

Note: A course's Classification, TOP Code and SAM code must be aligned – e.g., Courses with an "Occupational" Course Classification must have an "Occupational" TOP Code and a SAM Code of A, B, C, or D; courses that do not have an "Occupational" Course Classification cannot have an Occupational TOP Code and must have an "E" SAM Code. Courses coded as "basic skills" in #11 should be coded "Adult and Secondary Basic Skills."

16. **TOP CODE** - (6 digits XXXX.XX) **1501.00**

Course content should match discipline description in Taxonomy of Programs found here: Taxonomy Of Programs website

17. **SAM CODE** (**S**tudent **A**ccountability **M**odel): **E**

18. **FUNDING AGENCY CODE:**

19. **STATE COURSE ID:**

Section VI: APPROVAL STATUS

1. **APPROVAL STATUS:**

		Approval Date Of	Board Date	Approved Effective Semester
a.	☐ New Course	College:	Board: **6/13/86**	Effective Semester:
b.	☐ Addition of Existing District Course	College:	Board:	Effective Semester:
c.	☐ Course Change*	College:		Effective Semester:
d.	☒ **X** Outline Update	College: **4/28/15**		Effective Semester:
e.	☐ Archive Course	College:		Effective Semester:
f.	☐ Reinstate Course	College:	Board:	Effective Semester:

Section VII: APPROVAL INFORMATION FOR NEW OR ADDED COURSES

(complete in consultation with Department Chair and the appropriate Academic Administrator)

1. **ORIGINATOR: Lincke-Ivic, Nuala M.**

2. **DEPARTMENT: Language Arts**

3. **IF THIS IS A NEW COURSE, INDICATE HOW THE COLLEGE PLANS TO MEET THE EXPENSE OF THIS COURSE:**

☐   By additional funds. Describe:

☐   By deleting courses from the college catalog and course database. List specific courses to be deleted:

☐   By deleting sections of existing course. List courses and number of sections to be deleted:

First Year: Second Year: Third Year:

☒ **X**   By rotating sections of existing courses. List courses and number of sections to be rotated, as well as the semesters in which they will be offered:

4. **IMPACT**

   IMPACT -- Will this course directly impact other course offerings and/or associate degree or certificate programs on campus?

No (If yes, briefly explain how)

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5. **METHOD OF SUPPORT**

   -- Indicate how the college plans to support the proposed course:

   A. Additional staff -- List additional staff needed:

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   B. Classroom -- List classroom type needed:

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   C. Equipment -- List new equipment needed and indicate funding source for any new equipment:

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   D. Supplies- List supplies and indicate dollar value:

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   E. Library/Learning Resources- The course initiator shall consult with the College Librarian and review the college library, book, periodical, and electronic resource collections relevant to this course. List additional titles and resources to be considered for purchase as funding permits:

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CERTIFICATION AND RECOMMENDATION

X   This course meets Title 5 requirements for Associate Degree applicable college credit towards an Associate Degree.

☐   This course meets Title 5 requirements but does not satisfy the requirements for an Associate Degree applicable course.

We certify that the information and answers above properly represent this course.

Originator	
Department/Cluster Chairperson	
Articulation Officer	
Librarian	
Dean (If applicable)	
Curriculum Committee Chairperson	
Academic Senate President	
Vice President, Academic Affairs	
College President	

Section VIII: ADDENDA
(Uploaded Documents)

Type	Addendum Description	File	Delete	To View
DE Addendum	*DE Addendum*	*UPDATE 86712_385_E 102 Dist Ed Approval Form(3).doc*	*Delete*	*View It*
DE Addendum	*DE Addendum*	*UPDATE 94863_268_DE 102.doc*	*Delete*	*View It*
Prerequisite Document	*Prerequisite Document*	*PreReq - ENG 102.doc*	*Delete*	*View It*
SLO Addendum	*SLO Addendum*	*SLO Addendum ENG 102.docx*	*Delete*	*View It*

UPDATE 86712_385_E 102 Dist Ed Approval Form(3).doc
Delete
View It