Phase II CCN TEMPLATE

Background

- This CCN Course Template was developed by English discipline faculty representatives from the California Community Colleges, California State University, University of California and independent colleges and universities during October-December 2024, using C-ID ENGL 120 as a starting point.
- Development of the CCN Course Template was facilitated by ASCCC with advisory input from segment articulation officers and transfer experts.
- Submitted to the Chancellor's Office: January 2025

Subject: English	**Subject Code:** ENGL
Proposed Course Number (Identical): C1002	
Course Title (Identical): Introduction to Literature	

Catalog/Course Description (Identical):

Part 1 (Identical and Required):
In this course, students are introduced to works by diverse authors and major literary genres, developing close reading and analytical writing skills. Students also develop appreciation for and critical understanding of the cultural, historical, and aesthetic qualities of literature.

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Part 2 (Optional Expanded Description, Local College Discretion):

Minimum Unit Threshold | 3.0 Semester Units

Unit amounts must adhere to the established minimum.

Units for this course may be any combination of lecture/lab to meet student needs.

Prerequisites (Identical): Successful completion of college-level composition (ENGL C1000/ENGL C1000H/ENGL C1000E/C-ID ENGL 100) or equivalent.

Co-Requisites (Identical): N/A

Other Limitations on Enrollment (determined locally): N/A

Advisories/Recommended Preparation (determined locally): N/A

Course Content:

Part 1: Required Topics (Identical):
- A minimum of 3 literary genres, including poetry, drama, and short fiction from diverse authors representing a wide range of cultures, ethnicities, genders, sexual orientations, and socioeconomic backgrounds. Other genres may include but are not limited to the novel, creative nonfiction, and essays.
- Literary terminology, devices, and critical approaches.
- Active and critical reading strategies.
- Writing and thinking critically about literature, including literary analysis.
- Minimum 5,000 words of writing which may include a combination of drafts, written peer response, and other forms of writing.

Part 2: Optional Expanded or Additional Topics (optional):

Laboratory Activities: (if applicable) N/A

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Course Objectives/Outcomes (Identical and Required):

Part 1 (Identical and Required):

At the conclusion of this course, the student should be able to (Identical and Required):

1. Interpret and analyze a variety of diverse texts.
2. Identify key elements of major literary genres (including poetry, drama, fiction) in order to analyze and interpret texts.
3. Define common literary terms and apply them to the analysis of specific texts.
4. Compose formal written analyses of texts by diverse authors that demonstrate appropriate academic discourse and the conventions of literary analysis.
5. Integrate research, including primary and secondary sources, applying documentation skills responsibly and effectively.

Part 2 Optional objectives/outcomes (optional):

At the conclusion of this course, the student should be able to:

Methods of Evaluation: (Identical and Required)

Part 1 (Identical and Required):

Methods of evaluation used to observe or measure students' achievement of course outcomes are at the discretion of local faculty.

Formal writing, including essays.

Informal writing (examples include journals, discussions, annotations, reader responses, in-class writing, and responses to questions).

Minimum 5,000 words of writing which may include a combination of drafts, written peer response, and other forms of writing.

Other evaluation methods may include assignments such as quizzes, projects, presentations, and portfolios.

Part 2 List Additional Methods of Evaluation (Optional):

Representative Texts, Manuals, OER, and Other Support Materials:

Part 1 (Identical and Required):

Note: Multiple texts may be necessary to fulfill the purposes of this course. Any individual text listed below may not stand alone as sufficient. Text selection should include a diverse set of authorial voices that may include a range of cultures, ethnicities, genders, sexual orientations, and socioeconomic backgrounds. Open Educational Resources (OER) may be used in place of any type of text.

Representative Literature Textbooks (most recent edition):

- Mays, Kelly. *The Norton Introduction to Literature.* W.W. Norton. 15th, 2024.
- Meyer, Michael. *The Bedford Introduction to Literature: Reading, Writing, Thinking*. Bedford/St. Martins.
- Barnet, Sylvan, et al. *An Introduction to Literature*. Longman.
- DiYanni, Robert. *Literature, Approaches to Fiction, Poetry, and Drama.* McGraw-Hill.

Full-length novels or other separately published works.

Representative Writing Handbooks and/or Other Support Materials:

- Gardner, Janet E. *Writing About Literature: A Portable Guide*. Boston: Bedford/St. Martins (also available with MLA insert), 6th, 2025.
- Harmon, William, and C. Hugh Holman. *A Handbook to Literature*. Prentice Hall.

Textbooks older than 7 years must be clearly labeled as classic or legacy.

Texts used by individual institutions and even individual sections will vary.

Part 2 List Sample Textbooks, Manuals, or Other Support Materials (optional):

Date Approved:

January 8, 2025, following ASCCC facilitation of template development process, including engagement of faculty discipline representatives from California Community Colleges, California State University, University of California, independent colleges and universities, and advisory input from segment articulation officers and transfer experts.