



College Curriculum Committee

Meeting Agenda Package

October 14, 2025

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College Curriculum Committee Meeting Agenda

Facilitator: Charles Hobbs—College Curriculum Committee Chair

Recorder: Michael Vanoverbeck / Time Keeper: TBD

Date: October 14, 2025 / Time: 2:00 p.m. - 3:30 p.m.

Location: IB1-105

Vision:

Compton College will be the leading institution of student learning and success in higher education.

Mission Statement:

Compton College is a welcoming and inclusive community where diverse students are supported to pursue and attain student success. Compton College provides solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment.

Attendees: Victoria Martinez__ ; Ahmad Manzoor__ ; Michael Vanoverbeck__ ; Mayela Rodriguez__ ; Stefani Baez__ ; Susan Johnson__ ; Arneshia Bryant-Horn__ ; Jose Martinez__ ; Kendahl Radcliffe__ ; Nathan Lopez__ ; Gerson Valle__ ; David McPatchell__ ; Noemi Monterosso__ ; Jesse Mills__ ; Bradfield Conn__ ; Lynn Chung__ ; Melain McIntosh__ ; Sheri Berger__ ; Maya Medina__ ; Shante Mumford__ ; and Charles Hobbs__ .

AGENDA:

1. Approval of Agenda: October 14, 2025
2. Approval of Minutes: September 23, 2025
3. Reports and Follow-up Questions From Attendees:
 - a) Vice President, Academic Affairs
 - b) Curriculum Analyst
 - c) Articulation Officer
 - d) Distance Education Faculty Coordinator
 - e) SLO Coordinator
4. Consent Agenda Item(s):
 - a) **Course Review/Articulation/Transfer**
ENGL C1002 – Introduction to Literature
ENGL C1002H – Introduction to Literature - Honors

~~5. Action Item(s):~~

~~a) New Course—Second Read~~

~~FILM 110H—Honors Film Analysis and Appreciation~~

6. Annual Curriculum Training

7. New Programs and Program Modifications Process?

8. College Curriculum Committee Representative Comments and/or Future Agenda Item Recommendation(s):

- a) CCC representatives may provide a comment or future agenda item recommendation(s).

9. Public Comment(s):

- a) Public comments may be presented by any person not on the CCC roster in attendance.

College Curriculum Committee Meeting Minutes

Facilitator: Charles Hobbs—College Curriculum Committee Chair

Recorder: Michael VanOverbeck / Time Keeper: Victoria Martinez

Date: September 23, 2025 / Time: 2:00 p.m. - 3:30 p.m.

Location: IB1-105

Vision:

Compton College will be the leading institution of student learning and success in higher education.

Mission Statement:

Compton College is a welcoming and inclusive community where diverse students are supported to pursue and attain student success. Compton College provides solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment.

Attendees: Victoria Martinez_X_ ; Ahmad Manzoor__ ; Michael VanOverbeck_X_ ; Mayela Rodriguez_X_ ; Stefani Baez_X_ ; Susan Johnson__ ; Arneshia Bryant-Horn_X_ ; Jose Martinez_X_ ; Kendahl Radcliffe_X_ ; Nathan Lopez_X_ ; Gerson Valle_X_ ; David McPatchell_X_ ; Noemi Monterosso_X_ ; Jesse Mills__ ; Bradfield Conn_X_ ; Lynn Chung_X_ ; Melain McIntosh_X_ ; Sheri Berger__ ; Maya Medina_X_ ; Shante Mumford__ ; and Charles Hobbs_X_

Meeting started at 2:05pm

AGENDA:

1. Approval of Agenda: September 23, 2025

- a. Noemi M. Requested to add Action Item 5b to the agenda: Add Anthropology 102 to the local general education Social and Behavioral Sciences area (Area 4).

Michael V. Motioned to approve amended agenda. David M. Seconded. Unanimously approved.

2. Approval of Minutes: September 9, 2025

Michael V. Motioned to approve minutes. David M. Seconded. Unanimously approved.

Victoria M. Motioned to open 3a-e. Noemi M. Seconded.

3. Reports and Follow-up Questions From Attendees:

- f) Vice President, Academic Affairs
- g) Curriculum Analyst
 - a. New curriculum may experience a few issues, please contact Maya Medina if issues are found.
- h) Articulation Officer
 - a. Articulation News (included at bottom)
- i) Distance Education Faculty Coordinator
- j) SLO Coordinator

Brad C. motioned to close 3a-e. Victoria M. Seconded.

Noemi M. Motioned to approve consent agenda item 4a. Brad C. Seconded. Unanimously approved.

4. Consent Agenda Item(s):

a) Course Review/SLO Update

ENGL 100 – Supervised Tutoring: Writing Center Laboratory

Brad C. Motioned to open action item 5a. David M. Seconded.

5. Action Item(s):

a) New Course – Second Read

FILM 110H – Honors Film Analysis and Appreciation

Michael V motioned to approve 5a. Brad C. Seconded. Unanimously Approved

Michael V motioned to open action item 5b. Brad C. seconded.

b) Add Anthropology 102 to the local general education Social and Behavioral Sciences area.

Michael V. Motioned to approve action item 5b. David M. Seconded. Unanimously approved.

Michael V. Motioned to open 6a. David M. Seconded.

6. College Curriculum Committee Representative Comments and/or Future Agenda Item Recommendation(s):

b) CCC representatives may provide a comment or future agenda item recommendation(s).

Michael V. Motioned to close 6a. David M. Seconded.

Michael V. Motioned to open 7a. David M. Seconded.

7. Public Comment(s):

b) Public comments may be presented by any person not on the CCC roster in attendance.

Michael V. Motioned to close 7a. David M. Seconded.

Meeting ended at 3:06pm



Course Review/Articulation/Transfer Review – ENGL C1002 – Introduction to Literature

Course Information

Course Discipline: ENGL

Course Division: Fine Arts, Communication and Humanities

Course Number: C1002

Full Course Title: Introduction to Literature

Short Title: Intro to Literature

TOP Code: 150100 - English

SAM Code: E - Non-Occupational

Transfer Status A - Transferable to both UC and CSU.

Effective Term: Fall 2026

Board of Trustees Approval Date:

2025-06-16

Course Description

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.

Course Standards

Lecture Hours:

54.000

Activity Hours:

Lab Hours:

Outside-of-Class Hours:

108.000

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Hours:

54.000

Activity Hours:

Lab Hours:

Outside-of-Class Hours:

108.000

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Units:

3.000

Activity Units:

Lab Units:

Min/Max Units:

3.000

Total Hours:

54.000

Grading Method:

Letter grade only

Course Requirements

Prerequisite

Subject ENGL - English

Requisite Course ENGL C1000 - Academic Reading and Writing (Active)0.000 - 0.000

Prerequisite

Subject ENGL - English

Requisite Course ENGL C1000E - Academic Reading and Writing (Active)0.000 - 0.000

Prerequisite

Subject ENGL - English

Requisite Course ENGL C1000H - Academic Reading and Writing - Honors (Active)0.000
- 0.000

Course Content

Lecture

Outline

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

Approximate Time In Hours

1.00

Lecture

Outline

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.

Approximate Time In Hours

9.00

Lecture

Outline

Literary terminology, devices, and critical approaches.

Approximate Time In Hours

5.00

Lecture

Outline

Writing and thinking critically about literature, including literary analysis.

Approximate Time In Hours

5.00

Lecture

Outline

Active and critical reading strategies.

Approximate Time In Hours

4.00

Lecture

Outline

Elements of fiction: plot, character, setting, point of view, theme, style, symbolism, and writing about fiction, including interpretation, analysis, evaluation/criticism, and research.

Approximate Time In Hours

10.00

Lecture

Outline

Elements of Drama: plot, character, setting, theme, style, staging conventions, and writing about drama, including interpretation, analysis, evaluation/criticism and research.

Approximate Time In Hours

10.00

Lecture

Outline

Elements of poetry: meter and rhythm, imagery, figurative language, rhyme and rhyme scheme, symbol, character/speaker, tone and mood, theme, forms of poetry, and writing about poetry, including explication, interpretation, analysis, evaluation/criticism, and research.

Approximate Time In Hours

10.00

General Education/Transfer

1. **Local GE/Graduation Requirements:**

- 3 – Humanities

2. **CSU GE:**

- C2 - Humanities

3. **IGETC GE:**

- 3B - Humanities

4. **Transfer and Articulation:**

- **C-ID:** ENGL 120

5. **UC TCA:**

- UC-E English Composition
- UC-H Arts and Humanities

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:

Lecture

Interpret and analyze a variety of diverse texts.

Lecture

Identify key elements of major literary genres (including poetry, drama, fiction) in order to analyze and interpret texts.

Lecture

Define common literary terms and apply them to the analysis of specific texts.

Lecture

Compose formal written analyses of texts by diverse authors that demonstrate appropriate academic discourse and the conventions of literary analysis.

Lecture

Integrate research, including primary and secondary sources, applying documentation skills responsibly and effectively.

Student Learning Outcomes

Upon completion of this course, the student should be able to:

1. Write a formal essay that effectively analyzes the literary elements of a primary text (such as plot, theme, setting, point of view, character, style, symbol, poetic devices, etc.).

2. Integrate primary and secondary sources by applying documentation skills responsibly and effectively.

Methods of Instruction

Demonstration

Discussion

Internet Presentation/Resources

Lecture

Multimedia presentations

Methods of Evaluation

Substantial writing assignments

Exams/Quizzes

Typical Assignments

Some assignments require critical thinking:

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.

Reading Assignments:

Reading Instructions: Go somewhere quiet and carefully read our assigned story, "Lamb to the Slaughter" by Roald Dahl. Please read the story two or three times, once for fun, and

twice for deeper understanding. Be sure to annotate generously while you read, in other words, respond to the text while you're reading it.

Careful reading and annotation are key for in-depth understanding of the story—please do not read passively. It will be very helpful to read each section a few times, as you'll "get" something different each time.

Response Assignment Instructions: Next, answer *some or all* of the following questions in short paragraph form until you reach at least 700 words.

While you are working, be sure that you have the story open in a separate tab or printed out so you can refer to the text and to your notes. Strive for thoughtful and detailed answers and be sure to quote from the story in MLA format. No outside sources unless otherwise stated, please. I want your analysis, not someone else's ideas.

1. What sort of story did you expect, based on the title, and how did this affect your impression of the events?
2. What initial details demonstrate Mary's feelings about her husband? (Please include at least one properly formatted quote from the story to demonstrate your point. Follow the examples below)
3. How does the story seem particularly to reflect the time in which it was released, 1952, apart from regional language differences? (Tip: try not to over-generalize about life in the 1950s—so much of what we think we know is due to TV and movies! Remember, people are people, no matter what era, with the same drives, feelings, desires, and human failings.)
4. What are the clues/foreshadowing early in the story that something is different that night? Which of these, in the end, seem most significant?
5. The law makes a distinction between murder and manslaughter. Research these terms. If you were a jury member at Mary's trial, which designation, given all of the

circumstances, would be correct, voluntary manslaughter or second-degree murder? Defend your position with specific examples from the story. Be detailed and logical.

6. It is easy to view Mary as a victim at first, but by the end of the story, is she redeemed from that fate, at least in a perverse way? Do you still see her as a victim in the end? Why or why not? (Please include at least one properly formatted quote from the story to demonstrate your point. Follow the examples below.)

7. Contemporary readers often feel at first that Mary does not care about herself, and believe that the only reason she is covering up the murder is because she is pregnant. In other words, some say that if she wasn't pregnant, she would have confessed. Do you agree or disagree with this based on the story? Explain. Please include at least one properly formatted quote from the story to demonstrate your point. Follow the examples below)

8. What commentary does this story make about marriage? What does it say about partnership in marriage?

9. What gender stereotypes are reinforced in this story? The author, Dahl, clearly understood these stereotypes. In what ways does he "play" with them?

10. Did you find the story at all funny? Granted, it's an ironic, dark type of humor. Still, could you find anything amusing in it? What, precisely? Be specific.

11. What other messages might today's audience take away from the story that may not have occurred to 1950s readers?

Writing Assignments:

Write a 1,200-word essay that investigates how the *Raisin in the Sun* explores discrimination against women by contrasting a weakened man with towering examples of female strength, supporting the idea that women should not be subordinate to men, that they should have the right to earn the same power and opportunities. Focus here on Mama Lena, Ruth, and especially Beneatha, who represents a future where gender equality is increasingly the goal. Include at least three articles from scholarly websites or the library databases in addition to support from the text.

Other Assignments:

Write a 1500-word (6-page) minimum literary analysis of one story. Your analysis needs to make a claim, contain evidence, and be complex. Include at least **TWO additional sources**. These sources should be critical analyses of the story, scholarly arguments

about literary conventions, OR scholarly texts that examine a critical theory. Use appropriate academic level sources (use ProQuest and/or Academic Search Complete).

Course Materials

Author: Mays, Kelly

Title: The Norton Introduction to Literature

Edition: 15th

Publisher: W.W. Norton

ISBN-13: 9781324085898

Year: 2024

Or Equivalent: No

Author: Meyer, Michael

Title: The Bedford Introduction to Literature: Reading, Writing, Thinking

Edition: 11th

Publisher: Bedford/St. Martins

ISBN-13: 9781319002183

Year: 2015

Or Equivalent: No

Author: Barnett, Sylvan, et al.

Title: An Introduction to Literature

Edition: 16

Publisher: Longman

ISBN-13: 9780205633098

Year: 2010

Rationale for older textbook:

classic or legacy

Or Equivalent: No

Author: DiYanni, Robert

Title: Literature, Approaches to Fiction, Poetry, and Drama

Edition: 2nd

Publisher: McGraw-Hill

ISBN-13: 978-0073124452

Year: 2006

Rationale for older textbook:

classic/legacy

Or Equivalent: No

Author: Gardner, Janet

Title: Writing About Literature: A Portable Guide

Edition: 6th

Publisher: Bedford/St. Martins

ISBN-13: 978-0312412821

Year: 2025

Or Equivalent: No

Author: Harmon, William, and C. Hugh Holman

Title: A Handbook to Literature

Publisher: Prentice Hall

ISBN-13: 978-0132347822

Year: 1995

Rationale for older textbook:

classic or legacy

Or Equivalent: No

Author: Delmar Larsen, Lumen Learning

Title: Introduction to Literature

Publisher: OER Commons

Year: 2024

Or Equivalent: No

Author: Joanna Wolfe, Laura Wilder

Title: Digging into Literature

Edition: 1st

Publisher: Bedford/St. Martin's

ISBN-13: 978-1457631306

Year: 2015

Rationale for older textbook:

classic or legacy

Or Equivalent: No

Author: Lorraine Hansberry

Title: A Raisin in the Sun

Publisher: Vintage

ISBN-13: 978-0679755333

Year: 2003

Rationale for older textbook:

classic or legacy.

Or Equivalent: No

Author: Toni Morrison

Title: Beloved

Publisher: Vintage

ISBN-13: 978-1400033416

Year: 2003

Rationale for older textbook:

classic in the field

Or Equivalent: Yes

Author: James Baldwin

Title: Giovanni's Room

Publisher: vintage

ISBN-13: 978-0345806567

Year: 201

Rationale for older textbook:
classic in the field

Or Equivalent: Yes

Author: Larson Nella

Title: Passing

Publisher: Penguin Classics

ISBN-13: 978-0142437278

Year: 2003

Rationale for older textbook:
classic or legacy

Or Equivalent: No

Author: Tommy Orange

Title: There There

Publisher: vintage

ISBN-13: 978-0525436140

Year: 2018

Rationale for older textbook:
Classic in the field

Or Equivalent: Yes

Author: Margaret Atwood

Title: The Handmaid's Tale

Publisher: vintage

ISBN-13: 978-0385490818

Year: 1997

Rationale for older textbook:
classic in the field

Or Equivalent: Yes

Author: Aeschylus

Title: The Oresteia: Agamemnon; The Libation Bearers; The Eumenides

Publisher: Penguin Classics

ISBN-13: 978-0140443332

Year: 1984

Rationale for older textbook:
classic in the field

Or Equivalent: Yes
Minimum Qualification
1. English
Condition



Course Review/Articulation/Transfer Review – ENGL C1002H – Introduction to Literature -- Honors

Course Information

Course Discipline: ENGL

Course Division: Fine Arts, Communication and Humanities

Course Number: C1002H

Full Course Title: Introduction to Literature - Honors

Short Title: Intro to Lit - Honors

TOP Code: 150100 - English

SAM Code: E - Non-Occupational

Is this a credit or noncredit course? D - Credit - Degree Applicable

Transfer Status A - Transferable to both UC and CSU.

Effective Term: Fall 2026

Board of Trustees Approval Date:

2025-06-16

Course Description

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. This is an honors course.

Course Standards

Lecture Hours:

54.000

Activity Hours:

Lab Hours:

Outside-of-Class Hours:

108.000

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Hours:

54.000

Activity Hours:

Lab Hours:

Outside-of-Class Hours:

108.000

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Units:

3.000

Activity Units:

0.000

Lab Units:

Min/Max Units:

3.000

Total Hours:

54.000

Grading Method:

Letter grade only

Course Requirements

Prerequisite

Subject ENGL - English

Requisite Course ENGL C1000 - Academic Reading and Writing (Active)0.000 - 0.000

Prerequisite

Requisite Course ENGL C1000E - Academic Reading and Writing (Active)0.000 - 0.000

Prerequisite

Requisite Course ENGL C1000H - Academic Reading and Writing - Honors (Active)0.000
- 0.000

Course Content

Lecture

Outline

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

Approximate Time In Hours

1.00

Lecture

Outline

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.

Approximate Time In Hours

9.00

Lecture

Outline

Literary terminology, devices, and critical approaches.

Approximate Time In Hours

5.00

Lecture

Outline

Writing and thinking critically about literature, including literary analysis.

Approximate Time In Hours

5.00

Lecture

Outline

Active and critical reading strategies.

Approximate Time In Hours

4.00

Lecture

Outline

Elements of Fiction Plot Character Setting Point of view Theme Style Symbolism Writing About Fiction Review of Essay Form Analysis Comparison/Contrast Argument Interpretation Research and Criticism

Approximate Time In Hours

10.00

Lecture

Outline

Drama Elements of Drama Plot Character Setting Theme Style Staging Conventions

Writing About Drama Interpretation Analysis Evaluation/Criticism Research and Criticism

Approximate Time In Hours

10.00

Lecture

Outline

Poetry Elements of Poetry Meter and rhythm Imagery Figurative language Rhyme and

rhyme scheme Symbol Character/speaker Tone and mood Theme Forms of Poetry

Writing about Poetry Explication Interpretation Evaluation Research and Criticism

Approximate Time In Hours

10.00

General Education/Transfer

1. **Local GE/Graduation Requirements:**

- 3 – Humanities
- 4B – Language and Rationality – Communication and Analytical Thinking

2. **CSU GE:**

- C2 - Humanities

3. **IGETC GE:**

- 3B - Humanities

4. **Transfer and Articulation:**

- **C-ID:** ENGL 120

5. **UC TCA:**

- UC-E English Composition
- UC-H Arts and Humanities

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:

Lecture

Interpret and analyze a variety of diverse texts.

Lecture

Identify key elements of major literary genres (including poetry, drama, fiction) in order to analyze and interpret texts.

Lecture

Define common literary terms and apply them to the analysis of specific texts.

Lecture

Compose formal written analyses of texts by diverse authors that demonstrate appropriate academic discourse and the conventions of literary analysis.

Lecture

Integrate research, including primary and secondary sources, applying documentation skills responsibly and effectively.

Student Learning Outcomes

Upon completion of this course, the student should be able to:

1. 1. Write a formal essay that effectively analyzes the literary elements of a primary text (such as plot, theme, setting, point of view, character, style, symbol, poetic devices, etc.).

2. 2. Integrate primary and secondary sources by applying documentation skills responsibly and effectively.

Methods of Instruction

Demonstration

Discussion

Group Activities

Guest Speakers

Internet Presentation/Resources

Lecture

Multimedia presentations

Methods of Evaluation

Substantial writing assignments

Exams/Quizzes

If you selected "Other", please provide details.

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.

Typical Assignments

Some assignments require critical thinking:

Prepare a 15-minute presentation to teach one of the critical lenses (critical theories) from the list. You may use the resources included in Canvas or include additional resources from the Library Databases. Your presentation must include an overview of the theory (its history and its overall focus), a brief sample applying it to one of the texts we have read, and a list of 5 questions you and your classmates can use to apply it to a work of literature.

Reading Assignments:

Reading Instructions: Go somewhere quiet and carefully read our assigned story, "Lamb to the Slaughter" by Roald Dahl. Please read the story two or three times, once for fun, and twice for deeper understanding. Be sure to annotate generously while you read, in other words, respond to the text while you're reading it.

Careful reading and annotation are key for in-depth understanding of the story—please do not read passively. It will be very helpful to read each section a few times, as you'll "get" something different each time.

Response Assignment Instructions: Next, answer *some or all* of the following questions in short paragraph form until you reach at least 700 words.

While you are working, be sure that you have the story open in a separate tab or printed out so you can refer to the text and to your notes. Strive for thoughtful and detailed answers and be sure to quote from the story in MLA format. No outside sources unless otherwise stated, please.

I want your analysis, not someone else's ideas.

1. What sort of story did you expect, based on the title, and how did this affect your impression of the events?
2. What initial details demonstrate Mary's feelings about her husband? (Please include at least one properly formatted quote from the story to demonstrate your point. Follow the examples below)
3. How does the story seem particularly to reflect the time in which it was released, 1952, apart from regional language differences? (Tip: try not to over-generalize about life in the 1950s—so much of what we think we know is due to TV and movies! Remember, people are people, no matter what era, with the same drives, feelings, desires, and human failings.)
4. What are the clues/foreshadowing early in the story that something is different that night? Which of these, in the end, seem most significant?
5. The law makes a distinction between murder and manslaughter. Research these terms. If you were a jury member at Mary's trial, which designation, given all of the circumstances, would be correct, voluntary manslaughter or second-degree murder? Defend your position with specific examples from the story. Be detailed and logical.

6. It is easy to view Mary as a victim at first, but by the end of the story, is she redeemed from that fate, at least in a perverse way? Do you still see her as a victim in the end? Why or why not? (Please include at least one properly formatted quote from the story to demonstrate your point. Follow the examples below.)
7. Contemporary readers often feel at first that Mary does not care about herself, and believe that the only reason she is covering up the murder is because she is pregnant. In other words, some say that if she wasn't pregnant, she would have confessed. Do you agree or disagree with this based on the story? Explain. Please include at least one properly formatted quote from the story to demonstrate your point. Follow the examples below)
8. What commentary does this story make about marriage? What does it say about partnership in marriage?
9. What gender stereotypes are reinforced in this story? The author, Dahl, clearly understood these stereotypes. In what ways does he "play" with them?
10. Did you find the story at all funny? Granted, it's an ironic, dark type of humor. Still, could you find anything amusing in it? What, precisely? Be specific.
11. What other messages might today's audience take away from the story that may not have occurred to 1950s readers?

Writing Assignments:

In a 5-7 page essay, present a clear thesis that makes an interpretive argument about a literary text and is developed through appropriate identification of literary elements. As primary support for the thesis, the paper should include relevant quotations from the literary text and detailed interpretation. At least two secondary sources such as biography, cultural and historical contexts, or literary criticism should be used as supplemental support. In addition, at least one scholarly source should be used for supplemental support. All sources should be suitable for an academic assignment, such as articles from library databases, books, or credible websites. The essay should use MLA format, and smoothly integrate quotations and paraphrases using signal phrases and analysis, interpretation, or commentary. The paper should be logically organized and focused, and should sustain the interpretive argument, utilize transitions effectively, and use correct grammar, spelling, and punctuation.

Analyze in a 5-page written essay either Henrik Ibsen's *A Doll's House* or William Shakespeare's *Othello*; support an argumentative, interpretive thesis through close reading of several of the following elements of the play: theme, plot and conflict,

characterization and motivation, tragedy, comedy, gestures and nonverbal language, setting, imagery, and performance.

Other Assignments:

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.

Regular/Non-Honors Sample Assignments:

A. Reading Instructions: Go somewhere quiet and carefully read our assigned story, "Lamb to the Slaughter" by Roald Dahl. Please read the story two or three times, once for fun, and twice for deeper understanding. Be sure to annotate generously while you read, in other words, respond to the text while you're reading it.

Careful reading and annotation are key for in-depth understanding of the story—please do not read passively. It will be very helpful to read each section a few times, as you'll "get" something different each time.

Response Assignment Instructions: Next, answer some or all of the following questions in short paragraph form until you reach at least 700 words.

While you are working, be sure that you have the story open in a separate tab or printed out so you can refer to the text and to your notes. Strive for thoughtful and detailed answers and be sure to quote from the story in MLA format. No outside sources unless otherwise stated, please. I want your analysis, not someone else's ideas.

1. What sort of story did you expect, based on the title, and how did this affect your impression of the events?

2. What initial details demonstrate Mary's feelings about her husband? (Please include at least one properly formatted quote from the story to demonstrate your point. Follow the examples below)
3. How does the story seem particularly to reflect the time in which it was released, 1952, apart from regional language differences? (Tip: try not to over-generalize about life in the 1950s—so much of what we think we know is due to TV and movies! Remember, people are people, no matter what era, with the same drives, feelings, desires, and human failings.)
4. What are the clues/foreshadowing early in the story that something is different that night? Which of these, in the end, seem most significant?
5. The law makes a distinction between murder and manslaughter. Research these terms. If you were a jury member at Mary's trial, which designation, given all of the circumstances, would be correct, voluntary manslaughter or second-degree murder? Defend your position with specific examples from the story. Be detailed and logical.
6. It is easy to view Mary as a victim at first, but by the end of the story, is she redeemed from that fate, at least in a perverse way? Do you still see her as a victim in the end? Why or why not? (Please include at least one properly formatted quote from the story to demonstrate your point. Follow the examples below.)
7. Contemporary readers often feel at first that Mary does not care about herself, and believe that the only reason she is covering up the murder is because she is pregnant. In other words, some say that if she wasn't pregnant, she would have confessed. Do you agree or disagree with this based on the story? Explain. Please include at least one properly formatted quote from the story to demonstrate your point. Follow the examples below)
8. What commentary does this story make about marriage? What does it say about partnership in marriage?
9. What gender stereotypes are reinforced in this story? The author, Dahl, clearly understood these stereotypes. In what ways does he "play" with them?
10. Did you find the story at all funny? Granted, it's an ironic, dark type of humor. Still, could you find anything amusing in it? What, precisely? Be specific.
11. What other messages might today's audience take away from the story that may not have occurred to 1950s readers?

B. Write a 1,200-word essay that investigates how the Raisin in the Sun explores discrimination against women by contrasting a weakened man with towering examples of female strength, supporting the idea that women should not be subordinate to men, that they should have the right to earn the same power and opportunities. Focus here on Mama Lena, Ruth, and especially Beneatha, who represents a future where gender equality is increasingly the goal. Include at least three articles from scholarly websites or the library databases in addition to support from the text.

C. Write a 1500-word (6-page) minimum literary analysis of one story. Your analysis needs to make a claim, contain evidence, and be complex. Include at least TWO additional sources. These sources should be critical analyses of the story, scholarly arguments about literary conventions, OR scholarly texts that examine a critical theory. Use appropriate academic level sources (use ProQuest and/or Academic Search Complete).

Course Materials

Author: Aeschylus

Title: The Oresteia: Agamemnon; The Libation Bearers; The Eumenides

Publisher: Penguin Classics

ISBN-13: 978-0140443332

Year: 1984

Rationale for older textbook:
classic in the field

Or Equivalent: Yes

Author: Margaret Atwood

Title: The Handmaid's Tale

Publisher: vintage

ISBN-13: 978-0385490818

Year: 1998

Rationale for older textbook:
classic in the field

Or Equivalent: Yes

Author: Tommy Orange

Title: There There

Publisher: vintage

ISBN-13: 978-0525436140

Year: 2018

Or Equivalent: Yes

Author: James Baldwin

Title: Giovanni's Room

Publisher: vintage
ISBN-13: 978-0345806567
Year: 201
Rationale for older textbook:
classic in the field
Or Equivalent: Yes
Author: Toni Morrison
Title: Beloved
Publisher: Vintage
ISBN-13: 978-1400033416
Year: 2004
Rationale for older textbook:
classic in the field
Or Equivalent: Yes
Author: Janet Gardner
Title: Writing About Literature: A Portable Guide
Edition: 5th
Publisher: Bedford/ St. Martins
ISBN-13: 978-0312412821
Year: 2025
Or Equivalent: No
Author: Harmon, William, and C. Hugh Holman
Title: A Handbook to Literature
Publisher: Prentice Hall
ISBN-13: 9780132347822
Year: 1995
Rationale for older textbook:
Disciple standard
Or Equivalent: No
Author: Joanna Wolfe, Laura Wilder
Title: Digging into Literature
Publisher: Bedford/St. Martin's
ISBN-13: 9781457631306
Year: 2015
Rationale for older textbook:
discipline standard
Or Equivalent: No
Author: Larson Nella
Title: Passing
Publisher: Penguin Classics

ISBN-13: 9780142437278

Year: 2003

Rationale for older textbook:
classic or legacy

Or Equivalent: No

Author: Lorraine Hansberry

Title: A Raisin in the Sun

Publisher: Vintage

ISBN-13: 9780679755333

Year: 2003

Rationale for older textbook:

Disciple standard

Or Equivalent: No

Author: Delmar Larsen, Lumen Learning

Title: Introduction to Literature

Publisher: OER Commons

Year: 2024

Rationale for older textbook:

Discipline standard

Or Equivalent: No

Author: Mays, Kelly

Title: The Norton Introduction to Literature

Edition: 15th

Publisher: W.W. Norton

ISBN-13: 9781324085898

Year: 2024

Rationale for older textbook:

Discipline standard

Or Equivalent: No

Author: Meyer, Michael

Title: The Bedford Introduction to Literature: Reading, Writing, Thinking

Edition: 11th

Publisher: Bedford/St. Martins

ISBN-13: 9781319002183

Year: 2015

Rationale for older textbook:

Discipline standard

Or Equivalent: No

Author: Barnet, Sylvan, et al.

Title: An Introduction to Literature

Edition: 16
 Publisher: Longman
 ISBN-13: 9780205633098
 Year: 2010
 Rationale for older textbook:
 Discipline standard
 Or Equivalent: No
 Author: DiYanni, Robert
 Title: Literature, Approaches to Fiction, Poetry, and Drama
 Edition: 2nd
 Publisher: McGraw-Hill
 ISBN-13: 9780073124452
 Year: 2006
 Rationale for older textbook:
 Discipline standard
 Or Equivalent: No
 Other:
 This Is How You Lose Her, Junot Diaz, Riverhead Trade, 2013.
 Other:
 The French Lieutenant's Woman, John Fowles, Signet, 1981.
 Other:
 Palace of Desire, Naguib Mahfouz, Anchor, 1991.
 Other:
 Stray Birds, Rabindranath Tagore, Wilder, 2008.
 Other:
 Jude the Obscure, Thomas Hardy, Norton, 1978.
 Other:
 The Woman Warrior, Maxine Hong Kingston, Vintage, 1989.
 Other:
 Brother, Yu Hua, Pantheon, 2009.
 Other:
 The Awakening, Kate Chopin, Avon, 1982.
 Other:
 Purple Hibiscus, Chimamanda Ngozi Adichie, Anchor, 2004.
 Other:
 Beloved, Toni Morrison, Vintage, 2004.
 Other:
 The Sound of Waves, Yukio Mishima, Vintage, 1994.
 Other:
 Ragtime, E.L. Doctorow, Random House, 2007.

Other:

Four Major Plays of Chikamatsu, Chikamatsu Monzaemon, Columbia UP, 1997.

Other:

The Scarlet Letter, Nathaniel Hawthorne, Penguin, 2002.

Other:

Southland, Nina Revoyr, Akashic Books, 2003.

Other:

Rules for Writers, ECC Edition, Hacker, Bedford/St. Martin's, 2011.

Minimum Qualification

English

Condition

College Curriculum Committee Roster		Semester Term Began	Semester Term Ends
3-year terms			
Voting Members			
Adjunct Faculty At Large	Victoria Martinez	Fall 2023	Spring 2026
BIS Faculty Member (1)	Manzoor Ahmad	Spring 2024	Fall 2026
BIS Faculty Member (2)	Michael Vanoverbeck	Fall 2024 2nd term	Spring 2027
FACH Faculty Member (1)	Stefani Baez	Fall 2024	Spring 2027
FACH Faculty Member (2)	Susan Johnson	Spring 2023	Fall 2025
HPS Faculty Member (1)	Arneshia Bryant-Horn	Fall 2023	Spring 2026
HPS Faculty Member (2)	Vacant		
STEM Faculty Member (1)	Jose Martinez	Spring 2024	Fall 2026
STEM Faculty Member (2)	Vacant		
Social Sciences (1)	Kendahl Radcliffe	Fall 2023	Spring 2026
Social Sciences (2)	Nathan Lopez	Fall 2024 2nd term	Spring 2027
Dean	Gerson Valle	Fall 2025	Spring 2027
Division Chair	David McPatchell	Fall 2022	Spring 2025
Faculty Counselor (1)	Noemi Monterroso	Fall 2024	Spring 2027
Student Learning Outcomes Coordinator	Jesse Mills	Spring 2024	TBD
Distance Education Faculty Coordinator	Bradfield Conn	Fall 2022	TBD
Full-time Librarian (FACH)	Lynn Chung	Fall 2023	Spring 2026
Non-Voting Members			
Articulation Officer	Melain McIntosh	N/A	
Vice President of Academic Affairs/CIO	Sheri Berger	N/A	
Curriculum Analyst	Maya Medina	N/A	
Student Representative	Shante Mumford	Spring 2024	
Academic Senate Secretary	Noemi Monterosso		
Tie-Breaking Vote Only			
College Curriculum Committee Chair	Charles Hobbs	Fall 2024	Spring 2026

Curriculum Committee Meeting Schedule

Curriculum Committee Meeting Schedule 2025-2026		
Date	Time	Location—In Person
1. Sept 9, 2025	2:00 p.m. – 3:30 p.m.	IB1-105
2. Sept 23, 2025	2:00 p.m. – 3:30 p.m.	IB1-105
3. Oct 14, 2025	2:00 p.m. – 3:30 p.m.	IB1-105
4. Oct 28, 2025	2:00 p.m. – 3:30 p.m.	IB1-105
5. Nov 25, 2025	2:00 p.m. – 3:30 p.m.	IB1-105
6. Dec 9, 2025	2:00 p.m. – 3:30 p.m.	IB1-105
7. Feb 24, 2026	2:00 p.m. – 3:30 p.m.	IB1-105
8. Mar 10, 2026	2:00 p.m. – 3:30 p.m.	IB1-105
9. Mar 24, 2026	2:00 p.m. – 3:30 p.m.	IB1-105
10. Apr 28, 2026	2:00 p.m. – 3:30 p.m.	IB1-105
11. May 12, 2026	2:00 p.m. – 3:30 p.m.	IB1-105
12. May 26, 2026	2:00 p.m. – 3:30 p.m.	IB1-105
13. Jun 9, 2026	2:00 p.m. – 3:30 p.m.	IB1-105