I. **OVERVIEW**  
The following information will appear in the 2009 - 2010 catalog

**ENGL 102** Advanced Composition & Introduction to Literature 3 Units  
Formerly listed as: ENGL - 102: Advanced Comp and Intro to Lit  
**Prerequisite:** Satisfactory completion of ENGL 101 .  
Advanced composition with an introduction to literary analysis of fiction, poetry, and drama. Intended primarily for university transfer students, but open to any qualified student. Field trips might be required. Course is applicable to the associate degree. General Education: C., C2, B:  
IGETC Category: IGETC - 3B

II. **LEARNING CONTEXT**  
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. **COURSE CONTENT**  
1. **Required Content:**

   a. Literature  
      i. Identifying elements of literature common to various literary genres, such as  
         a. theme  
         b. metaphor  
         c. symbolism  
         d. irony  
      
   ii. Identifying elements and reading methods for each of three literary genres:  
        a. poetry  
        b. drama (two or more plays, at least one play by Shakespeare)  
        c. prose fiction such as  
           a. short story  
           b. novella  
           c. novel  

   iii. Identifying important historical elements of specific works, such as  
        a. social, political, and cultural aspects of the time in which the work was written
b. biographical information about the author

c. philosophical ideas contemporary with the work

iv. Identifying chief tenets and characteristics of some major orientations to literary criticism and literary study, such as

a. New criticism

b. Psychoanalytic criticism

c. Marxist criticism

d. New Historical criticism

e. Biographical criticism

b. Writing

i. Review of principles of academic expository writing, specifically as they relate to writing about literature, such as

a. unity

b. organization

c. coherence

d. sufficiency of development

e. logic of argument

f. style, grammar, and mechanics, as needed

ii. Using specific references and quotations from primary sources as evidence in writing about literature

iii. Using specific references and quotations from secondary sources when writing about literature

iv. Using life experience or observation when writing about literature

2. **Recommended Content:**

a. The study of prose non-fiction, such as

i. essay

ii. memoir

iii. biography

iv. autobiography
b. Film adaptations of literary works

B. ENROLLMENT RESTRICTIONS

1. Prerequisites

Satisfactory completion of ENGL 101.

2. Requisite Skills

Before entering the course, the student will be able to:

a. Demonstrate the ability to read and think critically

b. Demonstrate the ability to evaluate and articulate the credibility of print and online sources

c. Demonstrate the legitimate use of scholarly sources by summarizing and paraphrasing sources; synthesizing multiple sources; integrating source ideas with his or her own ideas; avoiding plagiarism by documenting sources according to MLA conventions.

d. Write papers that demonstrate the use of expository and argumentative or persuasive forms of writing; are correctly formatted according to MLA conventions; demonstrate competent control over written language, including syntax, punctuation, grammar, and spelling; show evidence of drafting, revising, and editing to reflect an academic style and tone.

C. HOURS AND UNITS

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D. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Assign appropriate readings;

2. Direct class discussion; e.g. class analysis of reading selections;

3. Create assignments that demand complex thought;

4. Administer examinations and quizzes;

5. Evaluate student essays

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

Time spent on coursework in addition to hours of instruction (lecture hours)

a. Students are typically assigned

i. a minimum of 8,000 words of edited formal writing. At least 6,000 of those words must be in academic papers in which a thesis is developed. Students are typically assigned between four and six papers per term, and they typically take each assigned paper through two or three drafts before turning it in for a grade.
ii. weekly reading assignments of primary literature, as well as supplementary reading in literary criticism or history;

iii. preparation for in-class essays, quizzes and exams, such as a midterm and final.

2. **EVIDENCE OF CRITICAL THINKING**  
   *Assignments require the appropriate level of critical thinking*

   a. The following typical in-class assignments demonstrate the appropriate level of critical thinking for this course:

   i. Write a close analysis of a short story or two closely related short stories. The essay should be argumentative in that it must have a clearly stated thesis up front declaring a specific way of interpreting and understanding the piece. The essay should use specific evidence from the story to convince readers that the interpretation is valid. In other words, try to answer the question, “What is the author of this piece really trying to show readers?” The essay must focus on explaining the figurative meaning of the piece, not the literal. The essay must not focus on plot summary. Explain how different aspects of the story support the thesis. As a general guide, assume that the audience for the essay read the literary work a short while ago and only needs some refresher, but not a complete retelling of the story.

   b. The following typical in-class assignments demonstrate the appropriate level of critical thinking for this course:

   i. Write an explication of either Matthew Arnold’s poem “Dover Beach” or Alberto Rios’s poem “Nani,” which are included in this exam, below. Your essay should have an introduction that explains what the poem is about in general. You should have a thesis that indicates what the author is arguing more specifically. Body paragraphs should show how specific parts of the poem support your thesis.

   ii. Write an essay in which you consider the effect time has had on literary themes and styles. What does literature of the past tell us about the social attitudes people once held? How does literature of the past remain relevant today? Focus on specific examples from our course to support your answer.

F. **TEXTS AND OTHER READINGS (TYPICAL)**


III. **DESIRED LEARNING**

A. **COURSE GOAL**  
   *As a result of satisfactory completion of this course, the student should be prepared to:*

   Analyze and evaluate literature, and write academically sound interpretive essays about literature.

B. **STUDENT LEARNING GOALS**
Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. **Required Learning Goals**

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

   a. Demonstrate critical thinking in their analysis of plays, poetry, and fiction.

   b. Demonstrate close reading through discussion and debate of literary works.

   c. Demonstrate the ability to summarize and paraphrase secondary sources and explain their relevance to assigned literary works.

   d. Write literary analysis that makes reference to primary and secondary works and that demonstrates an understanding of literature as a window onto history, society, humanity and self. Essays should demonstrate the use of quote analysis and persuasive forms of writing; demonstrate correct MLA formatting and documentation style; demonstrate mastery over written language, including syntax, punctuation, grammar, and spelling; and show evidence of drafting, revising, and editing to reflect an academic style and tone.

IV. **METHODS OF ASSESSMENT (TYPICAL)**

   A. **FORMATIVE ASSESSMENT**

      1. Participation in class discussion

      2. Quizzes

      3. Essays

      4. Mid-term exam

      5. Journal entries

      6. Presentations

   B. **SUMMATIVE ASSESSMENT**

      1. In-class final exam