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

ENGL 172 Intro to Chicano/a Literature 3 Units

Formerly listed as: ENGL - 172: Intro to Chicano Literature
Prerequisite: Satisfactory completion of ENGL 50
Advisory: Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101.

Survey of Chicano literature in English from its beginnings to its contemporary form. Emphasis on influences that have shaped the literature and critical skills needed to evaluate and appreciate Chicano poetry, theater, fiction, and essay. Field trips might be required. Course is applicable to the associate degree. General Education:
CSU-GE - C2
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:

   1. Historical literary periods:
      a. Hispanic period (1521-1821) (m.c.)
      b. Mexican period (1821-1848) (m.c.)
      c. Transition period (1848-1910)
      d. Interaction period (1910-1942)

   2. Modern Chicano Period (1943-present) (m.c.)
      a. Pre-Chicano Writers (1943-1959)
      b. The Cultural nationalist period (1960-1970)
      c. The Aesthetic period (1970-80)
      d. The Contemporary period (1980-present)

   3. Genre:
      a. Poetry
      b. Drama
c. Novel
d. Essay

4. Language:
   a. Code switching (m.c.)
   b. Chicano argot (m.c.)
   c. English
   d. Spanish

5. Review of argumentative and expository writing (as needed):
   a. Unity
   b. Organization
   c. Coherence
   d. Sufficiency of development
   e. Appropriate use of specific reference and quotation as evidence in writing about and analyzing text
   f. Integration of references to literary text and to historical, cultural, philosophical, or literary context in the development of ideas about works of literature

B. **ENROLLMENT RESTRICTIONS**

1. **Prerequisites**
   Satisfactory completion of ENGL 50.

2. **Advisories**
   Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101.

3. **Requisite Skills**
   *Before entering the course, the student will be able to:*
   a. Comment on and analyze reading selections in directed class discussions.
   b. Write compositions as assigned, employing sound rhetorical and organizational skills.
   c. Write clear introductions, theses, body paragraphs, and conclusions in essays.
   d. Use a variety of academic sentence structures.
   e. Adhere to the conventions of standard edited English.
   f. Revise and improve essay drafts.

C. **HOURS AND UNITS**
3 Units

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<tr>
<th>INST METHOD</th>
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<th>UNITS</th>
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D. METHODS OF INSTRUCTION (TYPICAL)

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

1. Large group discussion
2. Lecture of literary works, literary periods, and writing about literature
3. Student-led presentations
4. Short films and/or television documentaries
5. Small group discussion
6. Assigned reading: texts of literary works and selections, supplementary reading in literary criticism or history
7. Writing papers as assigned
8. Listening to recordings or viewing film and video presentations

E. ASSIGNMENTS (TYPICAL)

1. Evidence of Appropriate Workload for Course Units

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

   Students typically will be assigned:
   1. Weekly reading assignments of primary literature, as well as supplementary reading in literary criticism or history;
   2. Out-of-class writing assignments, which could include essays, response papers, journal writing, blogging, class projects, and preparation for oral reports;
   3. 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

   The following typical out-of-class assignments demonstrate the appropriate level of critical thinking for this course:
   1. In "Bandido!," how does the issue of sexuality complicate other, more obvious themes in the play--such as the legacy of the events of 1848, the ethics of banditry, the problem of who gets to represent their life stories, etc.? Do male and female characters have different approaches to sexuality, and if so, why does it matter? Use specific examples from the play.
   2. Discuss two of the Anglo characters in "Bandido!" How do they reflect or challenge existing stereotypes, and where do those stereotypes originate? What do they share or not share with the Spanish-speaking characters? Use specific examples from the play.

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

   1. Students will be quizzed on literature in a manner that requires them to analyze literal meaning and interpret symbolic meaning as in the following questions: A) The selections from chapter 2 of "Infinite Divisions" deal with the concept of split identity--or dual selves. Using specific examples from two selections, describe the "selves" that are at odds and illustrate the specific nature of the conflict; B) Using specific examples from Rodriguez's Always Running, discuss the extent to which the following factors contributed to the conflicts expressed in this memoir: ethnic identity, historical circumstance, economic situation, and adolescent angst.
   2. Students will write analyses and responses that—in addition to the above—question authorial intention and cultural context, synthesize their arguments, and evaluate the arguments of others as in
the following questions: A) Discuss the presentation of the influence of religion on women in "Sor Juana" and "Little Miracles, Kept Promises"; B) Compare and contrast the presentation of La Llorona or a witch in two selections from Chapter 5 of "Infinite Divisions."

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:

Identify and define literary techniques relevant to the study of Chicano literature, describe genres, periods and themes relevant to the study of Chicano literature, and analyze and explain the literary, historical, and cultural significance of important works of Chicano 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. Interpret the literal meaning of the text, including text written in non-standard English dialect or in figurative language.

b. Identify examples that illustrate the influence on the work of Chicano writers of earlier literary period and tradition (e.g., Spanish, preHispanic, Oral, and Latin America).

c. Identify the names and the works of major Chicano-Chicana literary writers and critics.

d. Identify the recurrence of themes and major ideas expressed through Chicano literature of various genres and in various historical periods.

e. Comment on the relationship of class and status stratification presented in the literary works as well as the differences between the urban and rural areas.

f. Articulate and support inferences concerning the writer's thought and feeling about experiences
revealed through the literature.

g. Stating theses in demonstration of their understanding of the works read, limiting scope of topic and qualifying thesis statements as needed.

h. Supporting assertions with sufficient and appropriate reference to primary and secondary sources.

i. Maintaining unity of thought and purpose in the development of their propositions.

j. Rewriting and proofreading for error and weakness or imprecision of convention, rethinking and reorganizing for clarity and improved focus.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Reading Quizzes

2. Reading Journals/Logs

3. Discussions

4. Topic Approval/Essay Outline Submissions

5. Peer Responses

6. Essays/Analyses

7. Presentations

B. SUMMATIVE ASSESSMENT

1. Exams

2. Essays/Analyses

3. Presentations