

ENGL R126: INTRODUCTION TO CHICANA/O LITERATURE

Originator

cmorenoparsons

Co-Contributor(s)
Name(s)

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College

Oxnard College

Discipline (CB01A)

ENGL - English

Course Number (CB01B)

R126

Course Title (CB02)

Introduction to Chicana/o Literature

Banner/Short Title

Chicana/o Literature

Credit Type

Credit

Honors

No

Start Term

Fall 2021

Catalog Course Description

This course is designed as a general survey of the rich and diverse development of Chicana/o literature. The course will explore various genres including, but not limited to, poetry, short stories, novels, drama, and essays, and will engage in literary analysis of these materials. The course will pair the critical understanding of the works read within the context of the cultural, socioeconomic, and political histories that inform them.

Taxonomy of Programs (TOP) Code (CB03)

1501.00 - English

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

May be required

Faculty notes on field trips; include possible destinations or other pertinent information

Field trips may include, but are not limited to: museums, plays, art galleries, poetry readings, or lectures.

Grading method

Letter Graded

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class**Internship/Cooperative Work Experience**

Paid

Unpaid

Total Outside-of-Class**Total Outside-of-Class****Minimum Outside-of-Class Hours**

105

Maximum Outside-of-Class Hours

105

Total Student Learning**Total Student Learning****Total Minimum Student Learning Hours**

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Prerequisites

ENGL R101

Entrance Skills**Entrance Skills**

Write multi-paged and timed college-level essays.

Prerequisite Course Objectives

ENGL R101-Write multiple-page expository and persuasive essays

ENGL R101-Demonstrate college-level control of mechanical elements of writing such as grammar, syntax, spelling, vocabulary, and idiomatic usage

ENGL R101-Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development, and coherence

Entrance Skills

Write a research paper.

Prerequisite Course Objectives

ENGL R101-Research a topic, analyze and synthesize information, and report findings in a properly documented essay

Entrance Skills

Analyze literary and critical texts.

Prerequisite Course Objectives

ENGL R101-Demonstrate critical thinking skills and rhetorical awareness in analyzing others' non-fiction writing and in developing essays

Requisite Justification**Requisite Type**

Prerequisite

Requisite

ENGL R101

Requisite Description

Course in a sequence

Level of Scrutiny/Justification

Required by 4 year institution

Student Learning Outcomes (CSLOs)**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|---|
| 1 | Describe major trends, themes, and motifs found in Chicana/o literature. |
| 2 | Identify significant authors and writings in Chicana/o literature. |
| 3 | Synthesize an argument or analysis of specific elements in Chicana/o literature and present that argument in a college-level essay. |

Course Objectives**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|--|
| 1 | Identify and articulate the major themes in Chicana/o literature. |
| 2 | Explain the historical relationship between the United States and Mexico, and how it has shaped Chicana/o literary perspectives of both countries. |
| 3 | Assess social, historical, and cultural writings written about the significance of Chicana/o literature. |
| 4 | Examine the diversity of Chicana/o authors. |
| 5 | Demonstrate knowledge of the relationship between Chicana/o literary works and the broader social, cultural, and political context of the times through discussion and written analysis. |

Course Content**Lecture/Course Content**

I. Course Topics may include:

1. Analysis of formal qualities of literary texts (exposition, characterization, narrative structure, tone/style, etc.)
2. Analysis of literary texts in relation to social, political, and cultural contexts
3. The origins and evolution of Chicana/o literature
4. Indigenous history and literature
5. Spanish period and Colonial literature (Conquest - 1848)
6. Mexican American period (1848 - 1950s)
7. Contemporary Chicana/o literature (late 1950s - present)

II. Trends and themes in contemporary Chicana/o literature may include:

1. Literary movements such as modernism, postmodernism, Marxism, feminism, formalism, post-structuralism, etc.
2. Autobiography
3. Border identity
4. Migrant experience
5. Resistance
6. Diversity of language: being mono-, bi-, and multilingual
7. Explorations of identity
8. Urban experience
9. Feminism and Machismo
10. Assimilation into American culture
11. Regional Chicana/o literatures

Laboratory or Activity Content

N/A

Methods of Evaluation**Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):**

Skills demonstrations
Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
Group projects
Individual projects
Journals
Oral analysis/critiques
Oral presentations
Portfolios
Quizzes
Reports/papers
Research papers
Written creation (poem, screenplay, song)

Instructional Methodology**Specify the methods of instruction that may be employed in this course**

Audio-visual presentations
Computer-aided presentations
Collaborative group work
Class activities
Class discussions
Distance Education
Field trips
Group discussions
Guest speakers
Instructor-guided interpretation and analysis
Internet research
Lecture
Small group activities

Describe specific examples of the methods the instructor will use:

Methods may include, but are not limited to:

1. Small group discussions with possible use of analysis sheets of the literature assigned
2. Lectures on poetry, fiction, creative nonfiction, and dramatic terms such as imagery, symbolism, plot, theme, point of view, characterization, and tone
3. In-class writings from assigned works
4. Whole class discussions about assigned literature
5. Possible viewing videos relevant to the literature read and discussed

Representative Course Assignments**Writing Assignments**

1. In-class analysis and discussion of assigned works
2. Write a response journal entry for literature and critical essays assigned
3. Complete all writing assignments with correct documentation.
4. Write an analytical paper addressing several pieces of literature read written from prompt
5. Write an analytical paper written from prompts based on critical essays
6. Write an analytical paper addressing a theme or conflict in a story, essay or nonfiction work

Reading Assignments

Novels, poetry, and short story collections, such as:

- *Bordering Fires: The Vintage Book of Contemporary Mexican and Chicana/o Literature*, edited by Cristina Garcia
- *Mexican American Literature: A Portable Anthology*, edited by Gilb and Gilb

- *...y no se lo trago la tierra / And The Earth Did Not Devour Him* by Tomás Rivera
- *So Far From God* by Ana Castillo
- *The Rain God* by Arturo Islas
- *Under the Feet of Jesus* by Helena Maria Viramontes
- *Black Mesa Poems* by Jimmy Santiago Baca
- *I Ask the Impossible: Poems* by Ana Castillo

Autobiography, such as:

- *Growing Up Chicana/o*, edited by Tiffany Lopez
- *The Revolt of the Cockroach People*, by Oscar Zeta Acosta
- *Spilling the Beans in Chicanolandia: Conversations with Writers and Artists*, edited by Frederick Aldama

Critical readings, such as:

- *Borderlands/La Frontera: The New Mestiza* by Gloria E. Anzaldúa
- *Chicana Creativity and Criticism: Charting New Frontiers in American Literature* by Maria Sobek Herrera
- *Chicano!: The History of the Mexican American Civil Rights Movement* by Francisco Rosales
- *Bedford Glossary of Critical and Literary Terms* (Murfin and Ray, eds.)

Other assignments (if applicable)

Viewing films, such as

- *Chulas fronteras* (1976)
- *Real Women Have Curves* (2002)
- *Sleep Dealer* (2009)

Outside Assignments

Representative Outside Assignments

- Complete the reading of novels, short stories, poems, and other critical materials, as outlined above in Reading Assignments.
- Compose essays of various styles, which may include:
 - Evaluative essays
 - Argumentative essays
 - Research essays
 - Critical reading essays

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

C2. Humanities

Proposed

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

F. Ethnic Studies/Gender Studies

Proposed

Course is CSU transferable

Yes

CSU GE-Breadth**Area A: English Language Communication and Critical Thinking****Area B: Scientific Inquiry and Quantitative Reasoning****Area C: Arts and Humanities****C2 Humanities: Literature, Philosophy, Languages Other than English**

Proposed

Area D: Social Sciences**Area E: Lifelong Learning and Self-Development****CSU Graduation Requirement in U.S. History, Constitution and American Ideals:****UC TCA****UC TCA**

Proposed

IGETC**Area 1: English Communication****Area 2A: Mathematical Concepts & Quantitative Reasoning****Area 3: Arts and Humanities****Area 3B: Humanities**

Proposed

Area 4: Social and Behavioral Sciences**Area 5: Physical and Biological Sciences****Area 6: Languages Other than English (LOTE)****Textbooks and Lab Manuals****Resource Type**

Textbook

Classic Textbook

No

DescriptionGilb and Gilb (eds.), *Mexican American Literature: A Portable Anthology* (2016)**Resource Type**

Textbook

Classic Textbook

No

DescriptionCristina Garcia, ed., *Bordering Fires: The Vintage Book of Contemporary Mexican and Chicana/o Literature* (2006)**Resource Type**

Other Resource Type

Description

Tomás Rivera, *...y no se lo trago la tierra / And The Earth Did Not Devour Him* (2015)

Resource Type

Other Resource Type

Description

Ana Castillo, *So Far From God* (2005)

Resource Type

Other Resource Type

Description

Arturo Islas, *The Rain God* (1991)

Resource Type

Other Resource Type

Description

Jimmy Santiago Baca, *Black Mesa Poems* (1989)

Resource Type

Other Resource Type

Description

Tiffany Lopez, ed., *Growing Up Chicana/o* (1995)

Resource Type

Other Resource Type

Description

Frederick Aldama, ed., *Spilling the Beans in Chicanolandia: Conversations with Writers and Artists* (2006)

Resource Type

Textbook

Classic Textbook

Yes

Description

Gloria E. Anzaldúa, *Borderlands/La Frontera: The New Mestiza* (1987)

Resource Type

Textbook

Classic Textbook

No

Description

Francisco Rosales, *Chicano!: The History of the Mexican American Civil Rights Movement* (1997)

Resource Type

Textbook

Classic Textbook

No

DescriptionMurfin and Ray, eds., *Glossary of Critical and Literary Terms*, 4th edition (2017)**Distance Education Addendum****Definitions****Distance Education Modalities**

Hybrid (51–99% online)

Hybrid (1–50% online)

100% Online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact**Hybrid (1%–50% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular discussions between students via discussion boards or other collaborative tools, such as Google Docs.
E-mail	Regular email correspondence between students and between students and instructors.
Other DE (e.g., recorded lectures)	Instructors may choose to record video lectures and presentations. They may also use pre-existing video or other digital material.
Synchronous Dialog (e.g., online chat)	Instructors may choose to provide online chat room conference times.
Video Conferencing	Instructors may choose to provide online video conference times.
Telephone	Instructors may choose to provide telephone conference times.
Face to Face (by student request; cannot be required)	Students may request in-person conferences in conjunction with the face to face portion of the hybrid class.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular discussions between students via discussion boards or other collaborative tools, such as Google Docs.
E-mail	Regular email correspondence between students and between students and instructors.
Face to Face (by student request; cannot be required)	Students may request in-person conferences in conjunction with the face to face portion of the hybrid class.
Other DE (e.g., recorded lectures)	Instructors may choose to record video lectures and presentations. They may also use pre-existing video or other digital material.
Synchronous Dialog (e.g., online chat)	Instructors may choose to provide online chat room conference times.

Telephone	Instructors may choose to provide telephone conference times.
Video Conferencing	Instructors may choose to provide online video conference times.
100% online Modality:	
Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular discussions between students via discussion boards or other collaborative tools, such as Google Docs.
E-mail	Regular email correspondence between students and between students and Instructors.
Other DE (e.g., recorded lectures)	Instructors may choose to record video lectures and presentations. They may also use pre-existing video or other digital material.
Synchronous Dialog (e.g., online chat)	Instructors may choose to provide online chat room conference times.
Telephone	Instructors may choose to provide telephone conference times.
Video Conferencing	Instructors may choose to provide online video conference times.

Examinations

Hybrid (1%–50% online) Modality

Online
On campus

Hybrid (51%–99% online) Modality

Online
On campus

Primary Minimum Qualification

ENGLISH

Review and Approval Dates

Department Chair

09/25/2019

Dean

09/25/2019

Technical Review

10/09/2019

Curriculum Committee

10/09/2019

DTRW-I

10/10/2019

Curriculum Committee

10/23/2019

Board

MM/DD/YYYY

CCCCO

MM/DD/YYYY

DOE/accreditation approval date

MM/DD/YYYY