

ENGL R124: INTRODUCTION TO LGBTIQ LITERATURE

Originator

tbonham

Co-Contributor(s)**Name(s)**

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College

Oxnard College

Discipline (CB01A)

ENGL - English

Course Number (CB01B)

R124

Course Title (CB02)

Introduction to LGBTIQ Literature

Banner/Short Title

Intro to LGBTIQ Lit

Credit Type

Credit

Start Term

Spring 2021

Catalog Course Description

This course provides an introduction to LGBTIQ (Lesbian, Gay, Bisexual, Transgender, Intersex, and Queer or Questioning) themes and issues in world literature. The course will survey representative literature written by or about LGBTIQ people from Antiquity to the present. The course will include significant historical and cultural analysis as related to the LGBTIQ community and reflected in the LGBTIQ literature. The course will also examine how the LGBTIQ literature has impacted culture.

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

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 or ENGL R101H

Entrance Skills

Entrance Skills

Students should be able to write college-level, analytical 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-Research a topic, analyze and synthesize information, and report findings in a properly documented essay

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 or ENGL R101H

Requisite Description

Course in a sequence

Level of Scrutiny/Justification

Content review

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

- | | |
|---|--|
| 1 | Students will be able to demonstrate an understanding of specific themes in LGBTIQ literature measured through quizzes, exams or essays. |
| 2 | Students will be able to identify at least six LGBTIQ authors. |
| 3 | Students will be able to identify at least three cultural trends that influence LGBTIQ literature. |

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

- | | |
|---|--|
| 1 | Demonstrate a basic knowledge of LGBTIQ literature and the cultural and historical trends in the literature. |
| 2 | Recognize and identify LGBTIQ authors. |
| 3 | Demonstrate an understanding of Queer Theory, Feminist Theory, and Gender Theory. |
| 4 | Compose critical essays using literary criticism devices to analyze literature. |

Course Content**Lecture/Course Content**

1. Introduction to literary theory.
 - a. Gender Theory
 - b. Queer Theory
 - c. Feminist theory
2. Defining LGBTIQ literature.
 - a. Author
 - b. Subject matter
 - c. LGBTIQ themes
 - i. Identity
 - ii. Coming out
 - iii. Loss
 - iv. Cultural Conflict
3. Reading and analyzing LGBTIQ literature
 - a. Antiquity: Sappho, Plato
 - b. European Renaissance: Shakespeare, Marlowe
 - c. 19th Century: Whitman, Wilde
 - d. 20th Century: Forster, Radclyffe Hall, Woolf, Stein, Garcia Lorca
 - i. Harlem Renaissance
 - ii. Paris Ex-Patriates
 - iii. Stonewall
 - iv. AIDS
 - e. Present: Kushner, Bechdel

Laboratory or Activity Content

None

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

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
 Essays
 Journals

Instructional Methodology

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

Class activities
Class discussions
Distance Education
Group discussions
Lecture
Small group activities

Describe specific examples of the methods the instructor will use:

Students will participate in a discussion on a specific piece of literature and analyze the literature through the lens of queer theory.

Representative Course Assignments

Writing Assignments

1. Students will write the equivalent of three three-to-five page essays analyzing elements of theme, style or cultural trends in primary source literature
2. Possible use of reading response journals

Critical Thinking Assignments

1. Students will analyze literature in discussions, assignments, and in essay assignment.
2. Students will learn about queer theory and will apply aspects of the theory to their analysis.

Reading Assignments

1. Anthology introduction to periods of literature covered
2. Biographical notes on the authors studied
3. Primary source literary works, such as Sappho's poetry, *Orlando*, by Virginia Woolf, *Maurice*, by E.M. Forster and so on

Skills Demonstrations

1. Students will demonstrate their skills through essay writing.

Other assignments (if applicable)

1. Possible oral reports
2. Possible field trips to local venues to hear speakers or watch productions of plays

Outside Assignments

Articulation

Attach Syllabus

English 124 syllabus fall 19-1.docx

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

C2. Humanities

Approved

Effective term:

Before Fall 2019

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

F. Ethnic Studies/Gender Studies

Approved

Effective term:

Before Fall 2019

Course is CSU transferable

Yes

CSU Baccalaureate List effective term:

Fall 2016

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

Approved

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

Approved

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 3B: Humanities

Approved

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

Yes

DescriptionGregory Woods (1999). *A History of Gay Literature: The Male Tradition* (2). Yale University Press. 97803000080**Resource Type**

Textbook

Classic Textbook

Yes

DescriptionWoolf, Virginia (2011). *Orlando*. Aziloth Books. 1907523685**Resource Type**

Textbook

Classic Textbook

Yes

DescriptionEdited by Byrne R.S. Fone (2001). *The Columbia Anthology of Gay Literature*. Columbia University Press. 9780231096**Resource Type**

Textbook

Classic Textbook

Yes

DescriptionBaldwin, James (2010). *Giovanni's Room*. Penguin Books. 0141032944**Resource Type**

Other Resource Type

Description

Online resources, including the publisher's web resources.

Resource Type

Other Resource Type

Description

Audio Readings.

Resource Type

Other Resource Type

Description
DVD presentations.

Library Resources

Sufficient Library Resources exist
Yes

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 use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Students will be required to respond to one another with substantive comments with the intent of creating a dialog. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools such as “Message Students Who” and “Assignment Comments”, will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.
Face to Face (by student request; cannot be required)	The instructor will hold weekly, scheduled office hours either in person or via-web conferencing, for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form “study groups” in person or online.

Other DE (e.g., recorded lectures)	Faculty will use a variety of ADA compliant tools and media integrated within the learning management system to help students reach SLO competency. Tools may include: <ul style="list-style-type: none"> • Recorded Lectures, Narrated Slides, Screencasts • Instructor created content • OC Online Library Resources • Canvas Peer Review Tool • Canvas Student Groups (Assignments, Discussions) • 3rd Party (Publisher) Tools (MyOpenMath) • Websites and Blogs • Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
Synchronous Dialog (e.g., online chat)	Instructor will provide a set time each week where they will be available for synchronous chat and be available in the discussion board and can answer questions in live time.
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Recordings of all live sessions will be made available within the LMS. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.
Telephone	Students can request for instructor to call or vice versa in order to answer one-on-one questions about course material or student progress.

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 use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Students will be required to respond to one another with substantive comments with the intent of creating a dialog. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools such as “Message Students Who” and “Assignment Comments”, will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.
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Synchronous Dialog (e.g., online chat)	Instructor will provide a set time each week where they will be available for synchronous chat and be available in the discussion board and can answer questions in live time.

Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Recordings of all live sessions will be made available within the LMS. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.
Telephone	Students can request for instructor to call or vice versa in order to answer one-on-one questions about course material or student progress.
100% online Modality:	
Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructor will respond to students' written assignments.
Asynchronous Dialog (e.g., discussion board)	Students will interact with each other via discussion postings on directed topics.
Synchronous Dialog (e.g., online chat)	Online chat or messaging.
Other DE (e.g., recorded lectures)	The instructor will provide instructional videos specific for the class.
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Recordings of all live sessions will be made available within the LMS. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.

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

07/03/2020

Dean

07/03/2020

Technical Review

08/26/2020

Curriculum Committee

08/26/2020

DTRW-I

MM/DD/YYYY

Curriculum Committee

10/28/2020

Board

MM/DD/YYYY

CCCCO

MM/DD/YYYY

Control Number

CCC000570365

DOE/accreditation approval date

MM/DD/YYYY