ENGL-121: ADVANCED COMPOSITION AND LITERARY ANALYSIS

Is your course a common course numbering course?
No

Effective Term
Fall 2025

CC Approval
02/07/2025

AS Approval
02/13/2025

BOT Approval
02/20/2025

COCI Approval
N/A

SECTION A - Course Data Elements

Send Workflow to Initiator
No

CB04 Credit Status
Credit - Degree Applicable

Discipline

Minimum Qualifications	And/Or
English (Master's Degree)	

Subject Code
ENGL - English
Course Number
121

Department
English (ENGL)

Division
Language and Developmental Studies (LADS)

Full Course Title
Advanced Composition and Literary Analysis

Short Title
Adv Comp & Lit Analysis

CB03 TOP Code
1501.00 - English

CB08 Basic Skills Status
NBS - Not Basic Skills

CB09 SAM Code
E - Non-Occupational

Rationale
Updating common course numbering course change.

SECTION B - Course Description

Catalog Course Description
English 121 instructs students in expository writing based on the reading of literary works from a variety of periods and genres. Texts range from drama of the Ancient Greek, Renaissance, and Modern periods; poetry from the 16th to the 21st centuries; and fiction from the 19th to 21st centuries. This course emphasizes critical analysis of texts and revision of student writing. A minimum of 6,000 to 8,000 words of writing is required.

SECTION C - Conditions on Enrollment

Open Entry/Open Exit
No

Repeatability
Not Repeatable

Grading Options
Letter Grade or Pass/No Pass

Allow Audit
Yes

Requisites

Prerequisite(s)
Completion of ENGL-C1000 or ENGL-120B with a minimum grade of C or appropriate placement.

Requisite Justification
Requisite Description
Course in a Sequence

Subject
ENGL
Course #
C1000

Level of Scrutiny
Content Review

Upon entering this course, students should be able to:

1. Read, comprehend, and analyze college-level texts of varying lengths, styles, and subjects. Be able to identify main and supporting ideas and underlying structure. Use strategies to infer ideas and respond in writing to them. Summarize and paraphrase texts.

2. Write clearly conceived and well-formulated essays of 750-1000 words which are carefully organized and presented and which are reasonably free from errors. Demonstrate a clear and thoughtful thesis as well as the ability to move from abstract statement to specific support.

3. Demonstrate an awareness of the writing process, specifically the ability to plan, draft, revise, and edit.

4. Possess the study and organizational skills necessary to complete reading assignments of up to 20 pages per class meeting and writing assignments of 1000-1500 words (4-6 pages) every two weeks.

Requisite Description
Course in a Sequence

Subject
ENGL

Course #
120B

Level of Scrutiny
Content Review

Upon entering this course, students should be able to:

1. Read, comprehend, and analyze college-level texts of varying lengths, styles, and subjects. Be able to identify main and supporting ideas and underlying structure. Use strategies to infer ideas and respond in writing to them. Summarize and paraphrase texts.

2. Write clearly conceived and well-formulated essays of 750-1000 words which are carefully organized and presented and which are reasonably free from errors. Demonstrate a clear and thoughtful thesis as well as the ability to move from abstract statement to specific support.

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4. Possess the study and organizational skills necessary to complete reading assignments of up to 20 pages per class meeting and writing assignments of 1000-1500 words (4-6 pages) every two weeks.

SECTION D - Course Standards

Is this course variable unit?
No

Units
3.00000

Lecture Hours
54.00

Outside of Class Hours
108

Total Contact Hours
54

Total Student Hours
162

Distance Education Approval

Is this course offered through Distance Education?
Yes

Online Delivery Methods

DE Modalities	Permanent or Emergency Only?
Entirely Online	Permanent
Hybrid	Permanent
Online with Proctored Exams	Permanent

SECTION E - Course Content

Student Learning Outcomes

	Upon satisfactory completion of the course, students will be able to:
1.	Think, read, and write critically about a variety of literary genres.
2.	Write a unified, coherent, well supported, and grammatically correct document.

3.   Demonstrate through explication, interpretation, and analysis, knowledge of the elements and principles that make up works of imaginative literature.

Course Objectives

	Upon satisfactory completion of the course, students will be able to:
1.	Read critically and analyze in writing literary texts from a variety of historical periods and genres;
2.	Discuss ideas and work collaboratively to explore textual representations of social, cultural and aesthetic themes;
3.	Distinguish the features of significant critical and literary movements, e.g., naturalism or existentialism, in their application to individual works of literature;
4.	Distinguish salient features of a literary text, i.e. dramatic structure, characterization, setting, point of view, diction, style, theme, allusion, symbol and allegory;
5.	Analyze the relationship between these features, e.g., how the imagery, structure, and form of a text work together aesthetically to produce a particular effect or develop a particular theme;
6.	Demonstrate the writing process in building expository and argumentative essays and literary explications;
7.	Coherently develop and support a particular interpretation of a literary work both with evidence from the text and from appropriate secondary sources and to correctly document those sources;
8.	Produce literary analysis in essay form, demonstrate good reasoning, focus and development, and demonstrate no more than occasional errors in mechanics and syntax.

Course Content

Instructors may organize a class according to literary genre or subject themes. They will introduce significant works of literature across genres, particularly poetry, fiction and drama, and make students familiar with their salient features.

Instruction will also frame the texts' historical and cultural relevance and encourage students to locate and integrate secondary sources for interpreting literature.

Instruction will review the writing process from prewriting through drafting, revision, and editing. Students will examine essay forms, notably explications and interpretative arguments, to be used as models for their own written analysis.

Reading skills will be assessed with informal writing responses, e.g., quizzes, journal entries, and short essays. Students will learn to identify literary structures and figures of speech and use them to build interpretive analyses. Formal student writing in response to readings through in-class and out-of-class essays will follow.

Coordination with campus Success Centers provides supplemental instruction in grammar and essay development for students and introduces them to campus support resources. Five hours of supplemental instruction are recommended.

Salient features of literature to be examined vary according to genre:

FICTION: Instructors will select short stories representing major achievements in the genre, or they may opt for a novel. Elements of fiction to be examined include:

1. Plot, detailing the exposition, complication, crisis, falling action, resolution or denouement, as well as consideration of its ordering;
2. Character and methods of characterization (through names, appearance, authorial comments, dialogue, action), including Round and Flat characters;
3. Setting and its textual function as background, as antagonist, as means of creating appropriate atmosphere, as means of revealing character, as means of reinforcing th eme;
4. Point of View and Narration, including omniscient, limited omniscient, first person, stream of consciousness, dramatic, objective, or unreliable
5. Theme, whether overt or implied, topical or universal, and its significance;
6. Symbol and Allegory, including types of symbols (traditional, original, private) and their uses (setting and symbol, plot and symbol, character and symbol);
7. Style and Tone, including a focus on diction and syntax as well as the uses of irony (verbal, of situation, dramatic irony).

DRAMA: Instructors will select two or more plays from the classical to modern periods, e.g. Sophocles' "Oedipus Rex"; Shakespeare's "Hamlet"; Hansberry's "A Raisin in the Sun;" Arthur Miller's "Death of a Salesman." Instruction will explore:

1. The primary elements of drama, e.g., character, plot, dialogue, action, staging, etc.;
2. Elements of dramatic form: exposition, complication, crisis, falling action and denouement;
3. Dialogue and action each as vehicles for motivating plot;
4. Setting, character (motivation), action, imagery (motif), diction (irony), language, structure, style, in each play;
5. Theatre design, dramatic conventions (e.g., use of the chorus, alienation effect) and audience role and response in each period;
6. The relationship between the written text and the performed work.

POETRY: Instructors will select poems representing the development of poetry in English from the sixteenth through the twenty-first centuries. Instruction should consider the textual, oral, and aural components of poetry and provide a comprehensive overview of conventions, including:

1. Devices of sound, e.g., Rhyme - perfect and slant rhyme; Meter – iambic pentameter, accentual verse, syllabic verse, free verse, etc.; Alliteration and Assonance;

2. Symbols (e.g. personal, natural, and conventional), Allegory (religious a nd mythological), as well as text specific patterns of imagery;
3. Form, including discussions of Lyric vs. Narrative, and introductions to Ballads, Sonnets, Odes, Blank Verse, Enjambment and Open Forms;
4. Diction and word choice, i.e. connotation and denotation
5. Figurative language, including Imagery, Simile, Metaphor, Analogy, Personification;
6. Point of View in Poetry, in particular the First Person in dramatic monologues and lyrics, Third Person Lyrics, and the Speaker/Persona as a convention.

Methods of Instruction

Methods of Instruction

Types	Examples of learning activities
Activity	
Discussion	
Individualized Instruction	Students may be directed to Success Centers for individualized support with specific, identified skill needs.
Lecture	
Other	Projects
Other	Instructors may present material in a variety of modes, including lectures, discussion, and collaborative groupwork. Instruction should balance delivery of information about literature and literary history with hands-on practice of literary analysis, written responses, and argumentative interpretations. To this end, instructors may use a variety of modes, including the use of videos, document camera, or powerpoint presentations.

Instructor-Initiated Online Contact Types

Announcements/Bulletin Boards
Chat Rooms
Discussion Boards
E-mail Communication
Telephone Conversations
Video or Teleconferencing

Student-Initiated Online Contact Types

Chat Rooms
Discussions
Group Work

Course design is accessible

Yes

Methods of Evaluation

Methods of Evaluation

Types	Examples of classroom assessments
Exams/Tests	Timed in-class essays test on literary movements.
Quizzes	Reading comprehension quiz literary terms quiz.
Portfolios	Reading journals essay draft portfolios.
Essays/Papers	Literary analysis research paper
Other	At least 70% of the overall course grade will be based on performance on academic essay assignments, which may include timed essay exams. The remainder of the grade may be assigned to such activities as reading responses, journal writing, group discussion, quizzes, or peer group activities.

Assignments

Reading Assignments

Students will be required to read literary texts and analyze, evaluate, and respond to their formal conventions and themes.

For example: Read William Shakespeare, "My Mistress' Eyes"; John Donne, "The Flea"; Andrew Marvell, "To His Coy Mistress"; John Keats, "La Belle Dame Sans Merci." Write a journal response that examines how each poem defines passion and desire in terms of the body. Discuss how each writer's definition reflects the period in which the poem was produced.

For example: Read Leslie Marmon Silko's short story "Yellow Woman." Identify the elements of Pueblo mythology fused within the narrator's story. Discuss what the mythology indicates in terms of values and social roles. Then, discuss how does this mythology informs the narrator's experience with the character of Silva; also discuss how does the narrator's experience illuminates and reconceives the tribal myth.

For example: Read August Wilson's play Fences and write in your journal what the fence represents to each of the main characters who live in the Maxson house: Troy, Rose, and Cory. How does the symbol of the fence change throughout the play? Imagine yourself in the audience watching this play; do you feel yourself witnessing events from inside or outside the fence? Why?

Writing Assignments

Students are required to write 6,000-8,000 words in 5-7 assignments, including quizzes and in-class essays. Regular participation in peer-writing groups and tutorials is encouraged.

For example: Read the poems "The Youngest Daughter" by Cathy Song and "A Bedtime Story" by Mitsuye Yamada. Write an essay exploring how both depict parent-child relationships and comparing them in terms of the conflicting attitudes and expectations of parent and child. Consider how these conflicts are inflected by culture and generation as well as how do the speakers' respective positions of view influence the reading of the poems' devices.

For example: Read Tartuffe by Moliere and write an essay that discusses how Elmire, Dorine, or Marianne responds to authority. Identify the authority figure, the character's own role (wife, maid, daughter, etc.) in relation to that authority and how that role influences her response, and the purpose of her response.

Other Assignments

Students can be directed to Success Centers that support this course for supplemental instruction in primary Course Objectives as well as in identified, individual learning needs.

For example, work through the Writing Center Module on Punctuation and Proper Comma use. After reviewing the materials and example, take the assessment quiz to develop skill proficiency. Once complete, work with an Instructional Assistant to review comma use in one of your own written documents.

Research paper

For example: Read Tim O'Brien's "How to Tell a True War Story" and consider how it repeatedly challenges the definition of "truth," particularly in connection with the "war story." For this topic, research literary criticism of O'Brien's work and biographical information about his military service in Vietnam. Using this research, write an argumentative paper that analyzes how O'Brien draws the connection between representation (i.e., telling and writing) and truth.

SECTION F - Textbooks and Instructional Materials

Material Type
Textbook

Author
Modern Language Association of America

Title
MLA Handbook

Edition/Version
8th

Publisher
Modern Language Association of America

Year
2016

Material Type
Textbook

Author
Kelly J. Mays

Title
The Norton Introduction to Literature

Edition/Version
12th

Publisher
W.W. Norton

Year
2016

Material Type
Textbook

Author
Michael Meyer

Title
The Bedford Introduction to Literature

Edition/Version
11th

Publisher
Cengage

Year
2015

Material Type
Textbook

Author
Kirzner and Mandell, eds.

Title
Literature: Reading, Reacting, Writing

Edition/Version
9th

Publisher
Cengage

Year
2016

Material Type
Textbook

Author
Janet E. Gardner

Title
Reading and Writing about Literature

Edition/Version
4th

Publisher
Macmillan

Year
2016

Proposed General Education/Transfer Agreement

Do you wish to propose this course for a UC Transferable Course Agreement (UC-TCA)?
No

Course Codes (Admin Only)

ASSIST Update
No

CB00 State ID
CCC000304375

CB10 Cooperative Work Experience Status
N - Is Not Part of a Cooperative Work Experience Education Program

CB11 Course Classification Status
Y - Credit Course

CB13 Special Class Status
N - The Course is Not an Approved Special Class

CB23 Funding Agency Category
Y - Not Applicable (Funding Not Used)

CB24 Program Course Status
Program Applicable

Allow Pass/No Pass
Yes

Only Pass/No Pass
No