Eastern Illinois University
New Course Proposal
FLS 3250, Introduction to Hispanic Literary Analysis

Please check one:  □ New course  □ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000:  FLS 3250
2. Title (may not exceed 30 characters, including spaces):  Intro to Hispanic Lit Analysis
3. Long title, if any (may not exceed 100 characters, including spaces):  Introduction to Hispanic Literary Analysis
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:  3-0-3
5. Term(s) to be offered:  □ Fall  □ Spring  □ Summer  □ On demand
6. Initial term of offering:  □ Fall  □ Spring  □ Summer  Year:  2010
7. Course description (not to exceed four lines):  A study of the methods of literary criticism and interpretation in Spanish, including the technical vocabulary needed to analyse works in narrative, poetry and drama.
8. Registration restrictions:
   a. Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course).  N/A
   b. Prerequisite(s), including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.  FLS 3000--may be taken concurrently with the permission of instructor or chair
   c. Who can waive the prerequisite(s)?  □ No one  □ Chair  □ Instructor  □ Advisor  □ Other (Please specify)
   d. Co-requisites (course(s) which MUST be taken concurrently with this one):  N/A
   e. Repeat status:  □ Course may not be repeated.  □ Course may be repeated to a maximum of ______ hours or ______ times.
   f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any:  N/A
   g. Degree, college, major(s), level, or class to be excluded from the course, if any:  N/A
9. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]  N/A
10. Grading methods (check all that apply):  □ Standard letter  □ C/NC  □ Audit  □ ABC/NC (“Standard letter”—i.e., ABCDF--is assumed to be the default grading method unless the course description indicates otherwise.)
11. Instructional delivery method:  □ lecture  □ lab  □ lecture/lab combined  □ independent study/research  □ internship  □ performance  □ practicum or clinical  □ study abroad  □ other
PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

Students will:
   a. describe literary works from all genres using technical vocabulary in Spanish,
   b. formulate an analytical thesis about a literary work,
   c. construct a strong argument to support the thesis in an analytical essay,
   d. use MLA resources to locate critical articles and cite works,
   e. write an abstract that evaluates a critical article,
   f. demonstrate a basic understanding of literary theory and its history,
   g. appreciate that writing is a process with many steps,
   h. discover which writing techniques work best for them.

   a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:
       • EIU graduates will write and speak effectively.
       • EIU graduates will think critically.
       • EIU graduates will function as responsible citizens.

      N/A

   b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:
       • Depth of content knowledge
       • Effective critical thinking and problem solving
       • Effective oral and written communication
       • Advanced scholarship through research or creative activity

      N/A

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

   Sample assignments include:
   a. written exams and quizzes (objectives a, b, c, f),
   b. papers -- including drafts (objectives a, b, c, f, g, h),
   c. comprehension questions on literary works (objectives a, f),
   d. in-class and group discussion (objective a, b, f),
   e. a poetry project (objective f, g, h),
   f. write an abstract of a critical article (objective d, f).

3. Explain how the instructor will determine students’ grades for the course:

   A possible breakdown of the course grade: exams (3 @ 10%) 30%, first version of essay 10%, second version of essay 10%, poetry project 10%, abstract of a critical article 10%, participation and preparation 15%, homework/quizzes/in-class activities 15%

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
   a. Describe how the format/technology will be used to support and assess students’ achievement of the specified learning objectives:
   b. Describe how the integrity of student work will be assured:
c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.): N/A

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:
   a. course objectives;
   b. projects that require application and analysis of the course content; and
   c. separate methods of evaluation for undergraduate and graduate students. N/A

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *) This course is writing-intensive. 50% of the final grade is based on written work. Both the essay and poetry project will be edited and rewritten.

PART III: OUTLINE OF THE COURSE

 Provide a week-by-week outline of the course’s content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content “units” are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

The following outline should be considered a sample. Final course format and content may vary.

Week 1: Introduction to narrative
How to identify themes, Jorge Luis Borges “El etnógrafo”

Week 2: How to formulate a thesis, Julio Cortázar “La noche boca arriba,” Camilo José Cela “La naranja es una fruta de invierno”

Week 3: Symbols and images, Rosa Montero “Como la vida misma”

Week 4: How to write about the narrator, Isabel Allende “La mujer del juez,” Elena Poniatowska “El recado”

Week 5: How to write an introduction, Ana María Matute “Pecado de omisión,” review and exam 1

Week 6: Introduction to poetry, syllabification and versification, poetic language

Week 7: selections by San Juan de la Cruz, Francisco Quevedo and Sor Juana Inés de la Cruz

Week 8: selections by José Martí, Juan Ramón Jiménez

Week 9: selections by Gabriela Mistral, Vicente Huidobro, Federico García Lorca

Week 10: selections by Luis Pales Matos, Gloria Fuertes, Octavio Paz
Week 11: How to title essays, how to write a strong conclusion  
  How to cite using MLA style  
  How to combine short sentences and use transitions  

Week 12: Workshop at library or language lab on using library resources to locate critical articles  
  Review and Exam 2  

Week 13: Introduction to literary theory  
  How to identify the thesis and theoretical approach of an article  
  How to write an abstract of a critical article  
  Introduction to Theater  

Week 14: Paloma Pedrero *Resguardo personal*, Osvaldo Dragún *Historia de un hombre que se convirtió en perro*, Griselda Gambaro *Antígona furiosa*  

Week 15: *Antígona furiosa*, review for final exam  

**PART IV: PURPOSE AND NEED**  

1. **Explain the department’s rationale for developing and proposing the course.** Although the department offers several literature courses, we do not have an introductory course that teaches the basic vocabulary and techniques of literary analysis in Spanish. This course will help avoid content overlap between literature courses by better preparing students to continue on to the literature survey courses.  
   a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment. N/A  
   b. If the course or some sections of the course may be technology delivered, explain why. N/A  

2. **Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.** Students will benefit most from the course by taking it before other literature courses (which start at 3500), but after they have sufficient language skills—acquired in FLS 3000—to complete the required reading and class discussion in Spanish.  

3. **If the course is similar to an existing course or courses, justify its development and offering.**  
   a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal. N/A  
   b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled. N/A  

4. **Impact on Program(s):**  
   a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective. The course will count as an elective.
b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective. N/A

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned: Initially the course will be assigned to either Kristin Routt, Carlos Amaya.

   If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

2. Additional costs to students:
   
   none

   Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President’s Council)

3. Text and supplementary materials to be used (Include publication dates):
   

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded. A community college course will not be judged equivalent.

PART VII: APPROVALS

Date approved by the department or school: 4/20/2009

Date approved by the college curriculum committee: 4/29/09

Date approved by the Honors Council (if this is an honors course):

Date approved by CAA: 2/18/10
*In writing-active courses, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In writing-intensive courses, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In writing-centered courses (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).