

**COURSE PROPOSAL FOR NEW GENERAL EDUCATION COURSE  
COUNCIL ON ACADEMIC AFFAIRS**

**1. Catalog Description in the Style of the University Catalog**

- a. FLE 2062G
- b. Hispanic Literature in Translation
- c. (3-0-3)
- d. F, S or SU
- e. Hisp Lit in Trans
- f. This course is a survey of representative works of Hispanic Literature in English translation
- g. ENG 1001G and ENG 1102G
- H. Writing intensive

**2. Student Learning Objectives**

**Collectively the following learning objectives relate directly to EIU General Education goals in that their attainment requires students to “listen and read critically as well as write and speak clearly and effectively.” In addition, students will be trained in the use of “sources and methods for reflection upon human experience in its historical, literary, philosophical, and religious dimensions” as they are expressed through the medium of Hispanic literature. They will gain experience in the application of methods leading to an understanding of the role of language, Hispanic culture and traditions in the production of Hispanic literature as well as that literature’s influence and value in furthering the understanding of the student’s own culture. Specifically, this course is designed to train students to**

- Learn to speak effectively by discussing Hispanic literary works in English translation.
- Learn to write effectively through composition on literary themes, at least one of which will be corrected and rewritten.
- Learn to think critically through analysis of literary works.
- Learn to function as a responsible citizen through studying Hispanic culture as presented in literature. A responsible citizens demonstrate through their actions and words an appreciation and understanding of cultures other than their own.
- Be exposed to representative works of major Hispanic authors and to examine the influences and consequences of the ideas, themes and aesthetic forms embodied in these authors’ works.
- Apply these themes and ideas on global, national and personal levels.
- Study techniques of literary analysis.

**3. Course Outline**

Week 1

Class	1	Introduction	
	2	Jorge Luis Borges	<u>Ficciones</u>
	3	Borges	

Week 2

Class	1	Borges
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2 Julio Cortázar Blow-up and Other Stories  
3 Cortázar

Week 3

Class 1 Cortázar  
2 Cortázar  
3 Alejo Carpentier The Harp and the Shadow

Week 4

Class 1 Carpentier  
2 Carpentier  
3 Gabriel García Márquez One Hundred Years of Solitude

Week 5

Class 1 García Márquez  
2 García Márquez  
3 García Márquez

Week 6

Class 1 García Márquez  
2 García Márquez  
3 García Márquez

Week 7

Class 1 García Márquez  
2 Mario Vargas Llosa Aunt Julio and the Scriptwriter  
3 Vargas Llosa

Week 8

Class 1 Vargas Llosa  
2 Vargas Llosa  
3 Vargas Llosa

Week 9

Class 1 Vargas Llosa  
2 Carlos Fuentes The Old Gringo  
3 Fuentes

Week 10

Class 1 Fuentes  
2 Fuentes  
3 Isabel Allende The House of the Spirits

Week 11

Class 1 Allende  
2 Allende  
3 Allende

Week 12

Class 1 Allende  
2 Allende  
3 Allende

Week 13

Class	1	Allende	
	2	Laura Esquivel	<u>Like Water for Chocolate</u>
	3	Esquivel	

Week 14

Class	1	Esquivel
	2	Esquivel
	3	Esquivel

Week 15

Class	1	Review
	2	Review
	3	Review

**4. Evaluation of Student Learning**

- a. Effective speaking will be evaluated based on class participation.

Effective writing will be evaluated through compositions.

Critical thinking will be evaluated through compositions and exams in which the students must demonstrate this skill.

The ability to function as a responsible citizen will be evaluated through compositions and exams in which the students demonstrate their understanding of Hispanic culture and its relevance to their own lives.

Knowledge of Hispanic authors will be evaluated through exams.

Knowledge of the techniques of literary analysis will be evaluated through compositions, exams and class discussion.

- b. Over the course of the semester the students will be assigned four four-page compositions and will take three essay exams. At least one of the compositions will be revised by the students after instructor commentary and evaluation. Through writing the compositions and essays on the exams, the students will strengthen their writing skills and deepen their understanding of the course content. Compositions will count for 20% of the final grade and the exams, which will be essay exams, will count for 55% of the final grade.

**GRADING SCHEME**

Class Participation	15%
Exams	55%
Compositions	20%
(Four compositions, four pages each)	
Final Exam	10%

**5. Rationale**

- a. This course will be placed in the Humanities and Fine Arts Segment of the General Education Curriculum. The students will reflect upon human experience in its literary

dimension through reading and discussion of Hispanic literature. In class discussion and in compositions and exams, the students will interpret and critically analyze written texts (novels and short stories written by Hispanic authors). Through reading Hispanic literature in translation, students will develop a critical understanding of Hispanic culture.

b. The content and requirements of this course including the amount of reading and the writing expectations are consistent with those of other 2000 level courses offered across the curriculum. Emphasis will be placed on the reading of primary sources with secondary sources and critical/theoretical matter introduced primarily through lecture and excerpts. Lecture material provides cultural and linguistic insights into the original texts. Prerequisites are ENG1001G and ENG1002G.

c. The university offers no similar course in Hispanic literature in translation.

d. Course will be part of the English-language core of courses that Foreign Languages majors need to complete their major. Course may be taken by students concentrating in French or German to complete the English-language core of the major. However, the course may not be counted towards the Foreign Languages Major by students who have chosen a concentration in Spanish. The course may serve as an elective for the Latin American Studies Minor. Students concentrating in Spanish may count this course as General Education Course.

## 6. Implementation

a. Karen Taylor will be assigned the course initially

b. Jorge Luis Borges, Fictions, Knopf, 1993  
Julio Cortázar, Blow-up and Other Stories, Pantheon Books, 1985  
Alejo Carpentier, The Harp and the Shadow, Mercury House, 1992  
Gabriel García Marquez, One Hundred Years of Solitude, Harper Perrenial, 1991  
Mario Vargas Llosa, Aunt Julia and the Script Writer, Penguin Books, 1995  
Carlos Fuentes, The Old Gringo, Farrar Straus Giroux, 1997  
Isabel Allende, The House of the Spirits, Bantam Books, 1993  
Laura Esquivel, Like Water for Chocolate, Doubleday, 1994

c. No additional cost to students.

d. Spring, 2001

## 7. Community College Transfer

A community college course may not be judged equivalent.

8. Date approved by the department: 4/18/00

9. Date approved by the College Curriculum Committee: 4/26/00

10. Date approved by CAA: \_\_\_\_\_

Departmental contact person: Karen Taylor      cfklt@eiu.edu      Campus Phone: 581-5213