Course: Spanish 11 Introduction to Literature

1. Date of Application: 11/30
2. Name of Proposer: Marachi, Malary, Lenart-Cheng, Dilworth
3. Name of Department/Program housing the course: Modern Languages
4. Name of Chair/Program Director: Marachi
5. How often is this course taught: yearly
6. Course Prerequisites (if any): FREN 004 and/or 010, or equivalent
7. Unit Value of the Course: 1
8. Normal Class Size: 10
9. Number of Sections expected to be taught in Fall 2012: 1
10. Number of Sections expected to be taught in Spring 2013: 0
11. Is the course designed for and/or appropriate for first-year students:
12. Relevant Working Goal(s): Artistic Understanding
13. Chair will oversee submission of student work:
14. Chair will oversee instructor participation in Norming and Assessment exercises:
15. Teaching: how the course will guide students to achieve the learning outcomes:
   "a. Look at or read works of art.
   i. The entire content of the course is artistic, exposing students to a broad range of literary genres, including the essay, the short story, poetry, theater, and long-form fiction.
   b. Students should begin to learn the vocabulary of literary criticism in French, and to distinguish literary periods, genres and styles. In the students' writing, French 11 distinguishes without prejudice between the simultaneous growth of the student's ability to express herself clearly in French, and to manage well the aesthetic strategies of the careful reader in encounter with literary texts.
   c. By the end of the course, it is expected that students will reach at least an intermediate mastery of key literary concepts such as dialogism, narrative framing, open versus closed narratives, as well as the vocabulary of literary trope and mechanism.
   d. Students will learn the appropriate application of historical and cultural context in the study of literary texts. Students learn to place literary texts in their historical context, not merely as trivia but as an important tool in our developing understanding of literary evolution. Students learn to address the overarching questions of why and how literary tastes and preferences change, both as a participant in and as a response to a larger cultural milieu."

16. Learning: how coursework will be used to measure student learning of the outcomes:
   "a. Active and informed class participation is evaluated and forms part of the course grade.
   b. Analytical papers, both shorter weekly-type assignments and longer papers toward the end of the semester, demonstrate the student's capacity for literary engagement and interpretive expression based on textual evidence.
   c. Students are required by quizzes and exams to define and use correctly the terminology of literary inquiry. Naturally, the correct use of this language is also fundamental in the course of the student's reflection during the course and in all evaluated writing.
   d. In both shorter-form and longer-form critical writing, students evince their understanding of the relationships among literary texts and practitioners, as well as the ways in which wider cultural fields can underlie and drive literary creation. Shorter essays encourage the students to express clearly an informed opinion or reaction to the texts of a given week, while longer essays allow the student room to develop an original thesis about a given literary piece in cultural context."