

TITLE

Appreciation of Hispanic Literature

Sponsor(s)

Foreign Languages & Literatures  
Lauree Kaphis - Stohwald, Chair e-mail: stohwald@rowan.edu  
AT Curric. e-mail: rowan.edu

DEPARTMENT  
College

Foreign Languages & Literatures  
LAAS

If LAS-check:

History/Humanities  Social/Behavioral Sciences  
 Math/Science

UNDERGRADUATE  GRADUATE

New non gen-ed  Major  
 Short-Term non gen-ed  
 Minor curricular changes (fewer than three) to:  
 Existing non gen-ed course  
 Non gen-ed degree requirements  
 Major  
 Minor, specialization, concentration, track, certificate program

Signatures Required: representing a

stohwald@rowan  
spencers@rowan  
ctadd@rowan

Senate  
e: 2/6/06  
e: 2/6/06  
e: 2-13-06

Department Chair:  
Department CURRICULUM Chair:  
Academic DEAN:

COLLEGE CURRICULUM COMMITTEE

4/19/06  
4/23/06

Signature: College Curriculum Chair

Signature: SENATE CURRICULUM C

Comments:

Signature: Executive Vice President/Provost:

[Signature]  
Date: 6/14/06  
Approved:   
Not Approved:

Signature: REGISTRAR

Date: 6/19/06

Course Description Received & Approved  
Hegis Taxonomy & Course # SPAN 05.301

Notification Forward:

\_\_\_\_ SCC CHAIR  
\_\_\_\_ IR  
\_\_\_\_ CAP  
\_\_\_\_ Academic Dean  
\_\_\_\_ Department Chair  
\_\_\_\_ VP/Student Affairs

*[Handwritten initials]*

THIS FORM MUST BE COMPLETED FOR ALL CURRICULUM PROPOSALS

The purpose of this form is to provide a channel of communication between the Campbell Library staff and faculty when changing and designing new courses/programs. The information will be used to assess the resources available in the library, and to identify resources the library should acquire to support the course/program. The information will also provide the rationale for institutional support for library acquisitions. This form should be completed in a coordinated effort between the course sponsor(s) and the academic department liaison librarian.

**Note:** Sponsor(s) complete parts A & B  
If assistance is required to complete, please notify the librarian liaison.  
Forward this form to the librarian who will complete parts C, D & E

**When form is completed, attach to the original curriculum proposal before submitting to the Senate office.**

A. College: LAS Department: Foreign Languages & Lit

Proposed by: Foreign Languages & Lit Date: 2/6/06

COURSE TITLE: Appreciation of Hispanic literature

Anticipated Date for Course/Program Offering: January 2007

**B. List specific resources that should be acquired to support this course.**

None

**C. Describe the resources available in the library to support this course/program, including reference, monographic, electronic databases, audio-visual materials, etc. A summary statement is sufficient.**

Current holdings in literature and literary theory are sufficient

**D. List key periodicals available in the library to support this course/program.**

Hispanic Review, MHN, etc.

**E. Librarian comments & recommendations:**

We can always order more materials for this subject area whenever it is necessary.

LIBRARIAN LIAISON: Sharon Shan An Signature: [Signature]

## **Non General Education Curriculum Proposal, Process A New Course Proposal**

### **Appreciation of Hispanic Literature**

**Sponsor:** Department of Foreign Languages & Literatures  
3 semester hours, 300 level

**Proposed HEGIS number** 1105.301 (or number assigned by Registrar)

**Prerequisites:** Spanish Reading & Composition, 1105.212

**Catalog Description:** This course introduces students to the reading of Hispanic literary texts. Students acquire a vocabulary of basic critical terms necessary for the discussion and analysis of narrative works, poetry and theatrical texts. Through close reading of at least one text per genre, students develop critical approaches with emphasis on the *comentario de textos* method.

**Implementation:** To be offered every semester, as the second required course in the Spanish major sequence. All current Spanish faculty are qualified to teach it.

### **Curricular Effect**

This course will form, along with Spanish Reading & Composition (1105.212), the “entrance” into the Spanish major for all incoming and transfer students, and the prerequisite for all other major courses. Currently, Spanish Reading & Composition (1105.212) followed by either Spanish or Spanish-American Civilization & Culture (1105.320, 1105.324) form the entrance to the major. We are proposing eliminating Spanish Reading & Conversation (1105.211) from the major bank and reconfiguring the major. For details, see concurrent proposal, process A “Remove Spanish Reading & Conversation from major bank.”

### **Rationale**

This course is being added to the Spanish curriculum because the faculty has unanimously concluded that it is necessary. Based upon our observations of incoming students, we realize that our majors have had inadequate preparation, in high school or in community college, in reading, discussing and writing about literary texts in Spanish. Regardless of background (Anglophone, native, or heritage speaker), students need more practice in recognizing literary genres, reading for meaning, style, and authorial tone, and writing with confidence about what they read. The curriculum of Spanish Reading & Composition touches on literary analysis as only one writing approach among many, and the faculty has found that this brief introduction is insufficient to prepare our students for genre and period-specific literature courses. The attached sample syllabus from 2003 shows how rushed and overloaded Reading & Composition has become, with a simultaneous focus on grammatical correctness and the development of literary awareness. We would prefer to split the course into two components, and give our students the time they need to develop two different skills. A precedent for this course already exists in the Department’s French offerings, with Appreciation of French Literature (1102.324) in the curriculum for many years. We believe that this addition

will not only benefit our majors by strengthening their analytical skills, but also help to standardize our entire curriculum.

**Essence of the course**

This course is designed to develop mastery of literary analysis in a variety of genres (narrative, poetry, theater, essay), preparing students for the period and genre courses offered by the department and required for the major. Through a variety of pre-reading, content and thematic exercises, students will learn how to approach a literary work from historical, sociological and aesthetic perspectives. They will also learn how to draft and revise a formal *comentario de textos* (critical essay on a literary work). They may also be introduced to the judicious use of outside sources and literary theory as an aid to their own appreciation of the texts. By the end of the course, students will be able to produce a reasoned, balanced, grammatically correct analysis of a literary work in a given genre using the appropriate vocabulary and working independently.

**Topical Outline:** See attached sample syllabus; see also sample 2003 syllabus for Spanish Reading & Composition for comparison

**Evaluation and Grading:** Based on preliminary activities (i.e., pre-reading and annotation, drafting) and formal essays. Final exam will be an in class literary analysis of a text or texts that the student has never seen before, to ascertain whether he or she has assimilated the techniques and vocabulary taught during the semester.

**Course Evaluation:** Departmental forms for student inputs to be used. These evaluate both the course and the instructor to ensure that curricular goals are being met.

**Results of Consultation:** See attached letter from : Catherine Parrish, Ph.D., Assistant Professor of English, Rowan University

**Library Form:** Attached

**Appreciation of Hispanic Literature** 3sh

**Catalog Description:** This course introduces students to the reading of Hispanic literary texts. Students acquire a vocabulary of basic critical terms necessary for the discussion and analysis of narrative works, poetry and theatrical texts. Through close reading of at least one text per genre, students develop critical approaches with emphasis on the *comentario de textos* method.

**HEGIS Number:** 1105.301

**Prerequisites:** Spanish Reading & Composition, 1105.212

SPRING 2007 APPRECIATION OF HISPANIC LITERATURE 1105301XX

day/time of class meeting, room number, instructor's name & information

TEXT: *Aproximaciones al estudio de la literatura hispánica*, 5a ed.

Friedman, Valdivieso/Virgillo, McGraw-Hill, 2004

Larousse *Diccionario de sinónimos, antónimos e ideas afines*, Girol, 2000

- 1/17 Introducción a la literatura, los géneros literarios, pp. 2-9
- 1/19 Introducción a la narrativa, pp. 10-19; prácticas, pp. 19-24
- 1/21 repaso en clase: elementos principales del texto literario
- 1/24 La narrativa medieval, Don Juan Manuel, "Lo que sucedió a un mozo que casó con una muchacha de muy mal carácter" pp. 42-45
- 1/2 Don Juan Manuel
- 1/31 Tradiciones peruanas, Ricardo Palma, "La camisa de Margarita," pp. 45-49
- 2/2 Ricardo Palma
- 2/7 El "boom" latinoamericano, Julio Cortázar, "La noche boca arriba," pp. 60-66
- 2/9 Cortázar
- 2/14 La novela corta, Miguel de Unamuno, *San Manuel Bueno, mártir*, pp. 96-121
- 2/16 Unamuno
- 2/21 Introducción a la poesía; pp. 124-44, práctica p. 144-47
- 2/23 Panorama histórico de la poesía, pp. 147-57; práctica, p. 157-59
- 2/28 El romance castellano, pp. 160-62, Garcilaso de la Vega, p. 162-64
- 3/2 Poesía renacentista, pp. 165-79
- 3/7 Poesía del s. XIX, pp. 180-99 (selección)
- 3/9 Poesía del s. XX, pp. 200-35 (selección)
- 3/21 Introducción al drama, pp. 238-50, practica, pp. 251-58
- 3/23 Panorama histórico del drama, pp. 238-71, practica, pp. 271-73
- 3/28 Jacinto Benavente, *El nietecito*, pp. 274-81
- 3/30 Benavente
- 4/4 Emilio Carballido, *El censo*, pp. 289-99
- 4/6 Carballido

- 4/11 Federico García Lorca, *La casa de Bernarda Alba*, pp. 324-60  
4/13 García Lorca
- 4/18 Introducción al ensayo, pp. 362-72, práctica, pp. 369-72  
4/20 Mariano José de Larra, “Vuelva Ud. mañana,” pp. 390-400
- 4/25 Eva Perón, “Los obreros y yo,” pp. 405-409  
4/27 Repaso

Final Exam: TBA

**Course Objectives:** This course is designed to develop mastery of literary analysis in a variety of genres (narrative, poetry, theater, essay), preparing students for the period and genre courses offered by the department and required for the major. Through a variety of pre-reading, content and thematic exercises, you will learn how to approach a literary work from historical, sociological and aesthetic perspectives. You will also learn how to draft and revise a formal *comentario de textos* (critical essay on a literary work), which is the essence of literary study. You may also be introduced to the judicious use of outside sources and literary theory as an aid to your own appreciation of the texts. By the end of the course, you will be able to produce a reasoned, balanced, grammatically correct analysis of any literary work using the appropriate vocabulary and working independently.

**Assignments & Grading:** There will be no formal exams in this course. Your class performance is assessed with a wide variety of written assignments, noted on the syllabus with asterisks (\*) on the due dates. You will be drafting and writing four (4) *comentario de textos* (formal literary analyses) based on the readings in class, one for each genre we are studying. Each will be worth 15% of your final grade (for a total of 60%), with a final writing assignment in class on the day of our final exam on a literary selection you have never seen before (a choice will be offered), worth 20% of your final grade. The remaining 20% of your final grade is based on your class performance, including attendance and participation in pre-reading, drafting and correction activities.

**Other class policies:** At the discretion of the instructor, including accommodation and attendance policies.

SPRING 2003 SPANISH READING & COMPOSITION SECTION 110521201

T, TH 9:30-10:45 AM BUNCE 322

DR. LAURIE KAPLIS-HOHWALD BUNCE HALL 309 TEL. : 256-4500, x 3470  
or DEPT. OF FOREIGN LANGUAGES 256-4070 E-Mail: Hohwald@Rowan.edu

OFFICE HOURS: M, W 9:30-10:30 AM and by appointment

TEXTS: *Composición práctica* 2a ed. González y Farrell. Wiley, 1999 (C)  
*Aproximaciones al estudio de la literatura hispánica* 4a ed.  
Friedman, Valdivieso, Virgillo. McGraw-Hill, 1999 (A)  
Student Workbook for *Aproximaciones* McGraw-Hill, 1999  
*Larousse Diccionario de sinónimos, antónimos e ideas afines*. Girol, 2000

- 1/21 Introducción; El diccionario y cómo usarlo C: Lec. preliminar pp. 1-7  
1/23 C: Capítulo 1, La oración simple pp. 13-15
- 1/28 C: La oración compuesta pp. 16-19, 24-27  
1/30 A: Introducción a la literatura, los géneros literarios pp. 2-9  
\* Cap. 1, p. 27 www exercise 1 or 2 or 3 due.
- 2/4 A: Introducción a la narrativa pp. 10-19, Prácticas pp. 19-24  
\* Tema 1 due (TBA)
- 2/6 C: Capítulo 2, La oración compleja pp. 35-38
- 2/11 C: La oración compleja y la subordinación pp. 39-46  
2/13 A: La narrativa medieval, Don Juan Manuel, "Lo que sucedió a un mozo que casó con una muchacha de muy mal carácter" pp. 24-25; 38-42
- 2/18 C: Capítulo 3, El párrafo y su estructura pp. 57-60; \* Tema 2 due (TBA)  
2/20 C: Cómo escribir oraciones tópicas, restrictivas y de expansión pp. 60-61
- 2/25 A: Ricardo Palma "La camisa de Margarita" pp. 30-31; 42-46  
\* Cap. 3. p. 69 www exercise 1 or 3 only due
- 2/27 C: Capítulo 4, La claridad en la composición, cómo revisar pp. 79-83
- 3/4 C: La voz pasiva pp. 83-88; Cómo escribir una crítica, pp. 88-89  
3/6 A: Julio Cortázar, "La noche boca arriba" pp. 34; 50-56
- 3/11 A: Cortázar; \* Tema 3 due "Una crítica de restaurante"  
3/13 C: Capítulo 6, Análisis del resumen pp. 116-20
- 3/25 C: El resumen pp. 120-21  
3/27 C: Capítulo 10, La narración y las expresiones de enlace pp. 209-13  
\* Ensayo de narrativa due
- 4/1 A; Introducción a la poesía, pp. 109-33; 143-44  
4/3 A: Ejercicios de poesía; \* Cap. 6 www exercise p. 128 1, 2 or 3 due
- 4/8 A: Selección de poemas (TBA); \* Tema 4 due (C: p. 219 A)  
4/10 C: Capítulo 11, La descripción y la colocación de adjetivos, pp. 227-37



- 4/15            **C:** Capítulo 12, El ensayo pp. 246-59;  
 \* Cap. 10 www exercise p. 128 1, 2 or 3 due
- 4/17            religious holiday, no class
- 4/22            **A:** Introducción al teatro pp. 222-41; \* Ensayo de poesía due
- 4/24            **A:** Jacinto Benavente *El nietecito* pp. 267-74
- 4/29            **A:** Emilio Carballido *El censo* pp. 282-91
- 5/1             **A:** *El censo*, \* Ensayo de teatro due

Note: Syllabus is provisional; you will be notified in class of any changes.

Final Exam, Tuesday, May 6, 2003 @ 10:15 AM -12:15 PM Bunce 322

**Course Objectives:** This course is designed to develop mastery of reading and writing skills in Spanish, enabling students to “bridge the gap” between lower level and upper level courses. It introduces students to the vocabulary and techniques of literary analysis, in a variety of genres (theatre, short story, poetry), preparing them for the period and genre courses offered by the Department and required for the Spanish major. We will review grammar and syntax in context and address the important differences between Spanish and English usage. Using the techniques of process writing, we will learn how to draft and revise a formal comentario de textos and improve our command of the Spanish language at the sentence, paragraph and short essay levels.

**Attendance Policy:** Please review the University’s attendance policy in the Catalogue or Class Schedule. The following class attendance policy is presented in accordance with paragraph 5 “additional attendance criteria.” Foreign language learning depends on constant reinforcement, so missed classes are missed opportunities to practice what you have learned. After two or more consecutive absences, a note from a physician or explanation from the Dean of Students **must** be provided upon the student’s return to class. If you miss five (5) classes or more **for any reason**, your class preparation grade will be **F**. Two (2) laterenesses count as one absence. If you have an emergency resulting in an extended absence, you must see me to discuss the situation.

**Assignments & Grading:** There will be no formal exams in this course. Your class performance is assessed with a wide variety of written assignments, noted on the syllabus with asterisks \* on the due dates. They are as follows:

- I. Four (4) *Temas* based on material in *Composición práctica*; and begun in class as first drafts, or *borradores*. More specific instructions will be given in class when they are assigned.
- II. Four (4) Internet-based exercises. The Website for these assignments is: <http://www.wiley.com/college/composicion>. At the home page, there is an index of Chapters. Adhere to the following guidelines: Following the directions for each topic given at the Internet site, the paragraph that you will write will be between 5 and 9 sentences, double spaced, neatly presented and word processed only (8 1/2 x 11” paper, 12point fonts, Times, Geneva or another plain typeface only). To be handed in on :

- 1/30 Click on *Capítulo Uno*. You may choose one of numbers 1, 2 or 3.  
2/25 Click on *Capítulo Tres*. Do question 1 or 3 only.  
4/3 Click on *Capítulo Seis*. Choose either questions 1, 2 or 3. Follow the directions for summary  
4/15 Click on *Capítulo Diez*. You will only do question 3. (Escoger un cuento)

In these written exercises, please staple to your work a printout of the article or story you have chosen. I need this in order to assess your work.

- III. Three (3) literature-based *Temas*, related to the three genres we are studying. Specific instructions to follow.
- IV. One final in-class composition to be administered on the date of the final exam.

Since due dates for these assignments are posted on the first day of class, there can be no excuse for lateness. For every day an assignment is late, the grade goes down one full letter, regardless of quality, no exceptions. Given the occasional problems with Internet access, printers, and other technological inconveniences and frustrations, you must be independent, responsible and plan your time accordingly so that all assignments can be done and handed in on time. I will not accept assignments via E-Mail attachments, only hard copies submitted according to my specifications.

Your final grade is calculated as follows:

- Average of four (4) *Temas* from *Composición práctica* : 30%
- Internet exercises: 20%
- Literature *Temas*: 30%
- Final in-class *Tema*: 10%
- Class participation & preparation: 10%

**Other Class Policies:** The use of tape recording devices and/or laptop computers in class is prohibited. Individuals classified under ADA should consult the Office of the Dean of Students for further information on this matter. Chewing gum, eating, applying makeup, and other inappropriate behavior in class will not be tolerated, and will affect your final grade. Drinks are permitted. Please turn off all cell phones and beepers in class.



2/5/06

To Dr. Laurie Kaplis-Hohwald:

The English Department was very pleased to review your proposal for Appreciation of Hispanic Literature. Dr. Cindy Vitto, chair of the English Department, and other faculty members surveyed, agreed that such a course would be an excellent preparation for your Spanish majors. We found that our equivalent course, Literary Studies, has been a wonderful tool for preparing our students for success in the major, and for ensuring that our graduates (especially those who will be teaching) have a broad working knowledge of literary and critical terms and can read and think analytically about literature. This is increasingly important for our students who will be seeking certification and need to pass the Praxis tests in content area as well as demonstrate that they are highly qualified in their knowledge of their field. Dr. Timothy Viator, who teaches our U.S. Literature of Latino and Hispanic Peoples, agrees that there is absolutely no conflict or overlap with his course, which focuses exclusively on contemporary U.S. literature written in English.

Sincerely,

Dr. Catherine W. Parrish  
Assistant Professor of English

Rowan University

**PROCESS A** Non General Education Curriculum Proposal

SCC#05-06- 610

**Library Resource Form Required for New Non-Gen-Ed**  
Submission Deadlines: Fall - October 11, 2005 Spring - February 14, 2006

TITLE English 101: Literary studies

Sponsor(s) Cathy Parrish e-mail: parrish@rowan.edu

DEPARTMENT English e-mail:  
College LAS e-mail:

If LAS-check:  History/Humanities  Social/Behavioral Sciences  
 Math/Science

UNDERGRADUATE  GRADUATE

New non gen-ed  Major

Short-Term non gen-ed

Minor curricular changes (fewer than three) to:

Existing non gen-ed course

Non gen-ed degree requirements

Major

Minor, specialization, concentration, track, certificate program

**Signatures Required: representing approval before submission to Office of the Senate**

Department Chair: \_\_\_\_\_ Date: 2/7/06  
Department CURRICULUM Chair: [Signature] Date: 2/9/06  
Academic DEAN: [Signature] Date: 2-10-06

COLLEGE CURRICULUM COMMITTEE: Open Hearing Date: 4/19/06  
Approved: \_\_\_\_\_  
Not Approved: 4/23/06

Signature: College Curriculum Chair: [Signature]

Signature: SENATE CURRICULUM CHAIR: [Signature]  
Date: 5/9/06

Comments: \_\_\_\_\_

Signature: Executive Vice President/Provost: [Signature]  
Date: 6/14/06  
Approved:   
Not Approved: \_\_\_\_\_

Signature: REGISTRAR: [Signature]  
Date: 6/19/06  
Course Description Received & Approved  
Hegis Taxonomy & Course # ENGL 02.101

Notification Forward:  
 SCC CHAIR  
 IR  
 CAP  
 Academic Dean  
 Department Chair  
 VP/Student Affairs

Minor Curricular Change Proposal for English 101: Literary Studies (1502101)  
New Course Number: ENGL 02101

Course Title Change

Details:

Change Requested (From and To):

- a. I am requesting a change from the old title, “Literary Studies,” to a new title, “Literary Studies for English Majors.”
- b. Sponsor: Cathy Parrish

Rationale:

- a. Need for change: “Literary Studies,” our cornerstone course, is designed to prepare English majors and minors for their upper-level coursework. Although it is a 100-level course, it has a heavy reading and writing load; it is not appropriate for non-majors. It is not a designated general education “lit” course; nonetheless, every semester many non-majors enroll in the course. In the first days of class we take a lot of time getting those students into general education “lit” courses; but by the next class a new batch of non-majors are again filling those spaces. We have no prerequisites for the course to control enrollment (and we don’t want prerequisites—we want freshmen and English minors to be able to enroll whenever they can). Therefore we would like a title that makes it clear that this is a course for English majors and minors.
- b. This new title will have no effect on department curricular design.

Results of Consultation:

- a. The change in title has no effect on this class, other courses, programs, or majors. Thus, I did not consult with the heads of any other programs.

Since there are no changes in the way we will teach the course, present library resources are more than adequate; therefore I did not seek a library consultation.