I. OVERVIEW

The following information will appear in the 2009 - 2010 catalog

ENGL 173 Intro to Latin American Literature 3 Units

Prerequisite: Satisfactory completion of ENGL 50 or equivalent placement by MJC assessment process and.

Advisory: Before enrolling in this course, students are strongly advised to satisfactorily complete English 101.

Introduction to Latin American literature from its Colonial Period to the present. Emphasis on chronological survey of major works of Latin American writers studied in English translation and selected from the following: indigenous legends, chronicles, epistles, poetry, novel, drama, and short story. Field trips might be required. Course is applicable to the associate degree. General Education:

CSU-GE - C2
IGETC Category: IGETC - 3B

II. LEARNING CONTEXT

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. COURSE CONTENT

1. Required Content:

A. Elements of literature as reflected in works of Latin American writers studied: character, plot structure, theme, metaphor, symbolism, dramatic irony, etc. *
B. Historical survey of Latin American writing selected from the following: *
   1. Precolombian legends
   2. Chronicles and epistles of the Conquest
   3. Epic poetry, religious poetry, and lyric poetry
   4. Romantic, indianista, and political-historical novels
   5. Short stories of the 19th and 20th centuries
   6. Religious and secular drama
   7. Novels of the "Boom" and Magic Realism
A. Social, historical, biographical, or philosophical background as needed for full discussion of specific works
B. Close reading and analysis of assigned works by Latin American writers *
C. Review of principles of academic expository writing as needed: unity, organization, coherence, sufficiency of development, logic of argument, appropriate use of specific reference and quotation as evidence in writing about and analyzing text, integration of references to literary text, to secondary sources, to historical, philosophical, or observation in the development of ideas about works of literature
D. Review of methods of library research as needed: sources appropriate to study of literature, legitimate use of secondary sources, conventions of citing references and quoting from literary works

B. ENROLLMENT RESTRICTIONS

1. Prerequisites

Satisfactory completion of ENGL 50 or equivalent placement by MJC assessment process and.

2. Advisories
Before enrolling in this course, students are strongly advised to satisfactorily complete English 101.

3. **Requisite Skills**
   *Before entering the course, the student will be able to:*
   
a. Comment on and analyze reading selections in directed class discussions.

b. Write compositions as assigned, employing sound rhetorical and organizational skills.

c. Write clear introductions, theses, body paragraphs, and conclusions in essays.

d. Use a variety of academic sentence structures.

e. Adhere to the conventions of standard edited English.

f. Revise and improve essay drafts.

C. **HOURS AND UNITS**

<table>
<thead>
<tr>
<th>INST METHOD</th>
<th>TERM HOURS</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lect</td>
<td>54.00</td>
<td>3.00</td>
</tr>
<tr>
<td>Lab</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disc</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

D. **METHODS OF INSTRUCTION (TYPICAL)**

*Instructors of the course might conduct the course using the following method:*

1. Lecture or instructor demonstration/presentation

2. Reading as assigned

3. Directed class discussion (analyses of reading selections, examples of student writing, ideas and approaches for future writing assignments, etc.)

4. Quizzes and examinations (including essay examinations)

5. Practice in creative writing to gain understanding of a literary form

6. Individual conferences with the instructor

7. Conference with tutors or aides in the English Writing Center

8. Audio-visual presentations and field trips

9. formulate and express judgments (stated as theses in written assignments) based on examination of literary texts, other information from reading or class discussion, and life-experience or observation,

10. explain and support judgments with relevant information and references to the text of their readings,

11. evaluate and re-evaluate the soundness of judgments (their own and those of other class participants) based on the evidence presented and the introduction of new information or of another point of view.

E. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**
   *Time spent on coursework in addition to hours of instruction (lecture hours)*
Students will typically be assigned

1. Weekly reading assignments of primary literature, as well as supplementary reading in literary criticism or history
2. Out-of-class writing assignments, which could include essays, response papers, journal writing, blogging, class projects, and preparation for oral reports.
3. Preparation for in-class essays, quizzes and exams, such as a midterm and final.

2. **EVIDENCE OF CRITICAL THINKING**
   *Assignments require the appropriate level of critical thinking*

   1. The following typical out-of-class assignments demonstrate the appropriate level of critical thinking for the course:

      In an essay of four pages in length, examine the "voices" of the female characters in Isabel Allende's *Eva Luna* and Mario Vargas Llosa's *The Green House*. Focus on how these voices operate within the familial and political structures.

      In an essay of four pages in length, examine how the early tales of the conquistadors contributed to the development of the literary tradition of Latin America. Focus on the concepts of history, myth, and memory.

   2. The following typical in-class assignments demonstrate the appropriate level of critical thinking for this course:

      After having read Carlos Fuentes' "Constancia," get together in groups to discuss how the following elements of the story contribute to the reader's understanding of the text. When finished, give a brief oral presentation: "Angelus Novus"; "The Exile's Prayer"; Walter Benjamin; Plotnikov; and *The Caprichos*.

      Complete an oral reading of Pablo Neruda's "Macchu Picchu." Discuss how the poem reflects Neruda's notion of pre-Columbian history.

F. **TEXTS AND OTHER READINGS (TYPICAL)**


III. **DESIRED LEARNING**

   A. **COURSE GOAL**
   
   *As a result of satisfactory completion of this course, the student should be prepared to:*

   Demonstrate the ability to analyze and explain the literary, historical, and cultural significance of important works of Latin American literature.

   B. **STUDENT LEARNING GOALS**
   
   *Mastery of the following learning goals will enable the student to achieve the overall course goal.*

      1. **Required Learning Goals**
Upon satisfactory completion of this course, the student will be able to:

a. pointing out the recurrence of themes and major ideas expressed throughout Latin American literature of various genre and in various historical periods,

b. commenting on the relationship of form and purpose in writing of various genre (e.g., the influence of setting on tone, the revelation of character through dialogue, and the effect of characterization on establishing theme),

c. articulating and supporting inferences concerning the writer’s thought and feeling about experiences revealed through the literature,

d. commenting on the relevance of thoughts and perceptions conveyed through the work of Latin American writers to the students’ own experience, thought, and perceptions or to private and public events and situations of the modern world.

e. state theses in demonstration of their understanding of the works read, limiting scope of topic and qualifying thesis statements as needed,

f. support assertions with sufficient and appropriate reference to primary and secondary sources,

g. maintain unity of thought and purpose in the development of their propositions,

h. provide for an organization which contributes to the purpose of the composition,

i. adapt writing strategies to the requirements of the writing occasion (e.g., to essay exam or other timed writing, writing for research papers),

j. exhibit skills of paragraph composition: sufficiency of development, coherence, unity of thought and purpose,

k. exhibit skills of sentence composition: variety of types appropriate to emphasis and thought, logic of conventions of grammar and usage appropriate to academic writing,

l. exhibit skills of word use: adherence to conventions of spelling and meaning, use of diction that is precise, economical, and appropriate to academic discourse,

m. exhibit skills of rewriting: proofreading for error and weakness or imprecision of expression, rethinking and reorganizing for clarity and improved focus.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Quizzes

2. Essays

3. Mid-term Examination

4. Class Exercises

B. SUMMATIVE ASSESSMENT

1. Final Examination