I. OVERVIEW
The following information will appear in the 2009 - 2010 catalog

ENGL 176 Introduction to Mexican Literature 3 Units

Prerequisite: Satisfactory completion of ENGL 50.
Advisory: Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101.

Introduction to Mexican literature from its Colonial Period to the present. Emphasis on chronological survey of major works of Mexican writers studied in English translation and selected from the following: chronicles, epistles, poetry, novels, drama, and short stories. 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 Mexican writers studied: character, plot structure, theme, metaphor, symbolism, dramatic irony, etc.

B. Historical survey of Mexican writing selected from the following:

1. Precolombian legends, codices, and poetry
2. Chronicles and epistles of the Conquest
3. Epic poetry, religious poetry, and lyric poetry
4. Picaresque, Romantic, indianista, ondista, and political-historical novels (e.g. novels of the Revolution)
5. Short stories of the 19th and 20th centuries
6. Religious and secular drama
7. Novels of the “Boom” and Magical Realism

C. Social, historical, biographical, or philosophical background as needed for full discussion of specific works

D. Close reading and analysis of assigned works by Mexican writers and historians such as:

1. Bartolomé de las Casas
2. Sor Juana Inés de la Cruz
3. José Joaquín Fernández de Lizardi
4. Octavio Paz
5. Carlos Fuentes
6. José Agustín
7. Elena Poniatowska
8. Agustín Yáñez
9. Juan Rulfo
10. Gustavo Sainz
11. Gregorio López y Fuentes
12. Alfonso Reyes
13. Manuel Gutiérrez Nájera
14. Rosario Castellanos
B. **ENROLLMENT RESTRICTIONS**

1. **Prerequisites**
   
   Satisfactory completion of ENGL 50.

2. **Advisories**

   Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101.

3. **Requisite Skills**

   *Before entering the course, the student will be able to:*

   a. Student should be able to write a thesis-driven essay with a minimum of organizational and grammatical issues.

   b. Student should be able to read thesis-driven and creative works with sustained comprehension and application.

C. **HOURS AND UNITS**

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

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

1. Assign class or on-line presentations of history, literary movements, and authors

2. Require regular reading of appropriate literature

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

4. Administer quizzes and examinations (including essay examinations)

5. Assign research papers

6. Maintain regular contact with students through e-mail

7. Facilitate on-line group projects

8. Require practice in creative writing to gain understanding of a literary form

9. Schedule individual conferences with students

10. Encourage conferencing with tutors in the Writing Center
11. Employ audio-visual presentations

12. Require students to 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 other class observation.

13. Require students to explain and support judgments with relevant information and references to the text of their readings.

14. Require students to 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 typically will be assigned

   a. Weekly reading assignments of primary literature, as well as supplementary reading in literary criticism or history.
   b. Out-of-class writing assignments, which could include essays, response papers, journal writing, blogging, class projects, and preparation for oral reports.
   c. 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

   a. The following typical out-of-class assignments demonstrate the appropriate level of critical thinking for this course:
      1. Explain the thematic similarities between the writings of Octavio Paz and Carlos Fuentes. Focus on the idea of A1 Tlachinolli (Burnt Water), which stresses the importance of cultural and societal renewal.
      2. Examine the writings of Bernal Diaz del Castillo. In what ways do his "true observations" contribute to the development of the "myth" of Spanish superiority?

   b. The following typical in-class assignment demonstrates the appropriate level of critical thinking for this course:
      1. Compare Las Casas' "In Defense of the Indies" to Castellanos' "The Wheel of Hunger." In what way is the cyclical devastation of native populations continued in the 20th century?

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:
   
   Identify movements, terms, and themes in traditional and contemporary Mexican Literature; inform and argue verbally and textually about the historical and literary context of Mexican 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 Mexican literature of various types and in various historical periods

   b. Commenting on the relationships 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 Mexican writers to students’ own experience, thought, and perception or to private and public events and situations of the modern world

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

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

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

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

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

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

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

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

   m. Exemplifying 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. Literary analysis essays
2. Responses to reading
3. Quizzes
4. Presentations
5. Class discussions

B. SUMMATIVE ASSESSMENT

1. Final essay written in or out of class that considers the themes and writers of the course in a critical manner