

EXISTING COURSE ADOPTION PROCEDURE (ECAP)
REVISED PROCEDURE FOR BRINGING COURSES OFF THE MASTER COURSE LIST
Drafted by Curriculum Committee, Indiana University East, December 2008

Please fill out the following form when sending courses to the
Curriculum Committee for consideration:

PART 1:

Course number: **SPAN-S241** Course Title: **Golden Age Literature in Translation**

Credit hours: **3** School offering: **HSS**

**Masterpieces of Spanish literature of the sixteenth and seventeenth centuries.
Representative authors include: Lope de Vega, Cervantes, Garcilaso, Quevedo, Calderón, Fray
Luis de León, San Juan de la Cruz, and Góngora.**

Faculty member submitting this proposal: **Julien J. Simon**

PART 2:

Have you contacted all campuses in the IU system that are currently teaching this course
and examined their methods of teaching this course? (You should consult the office of the
Vice Chancellor of Academic Affairs for help in contacting campuses and procuring sample
syllabi)

YES

Below, please list all those campuses that teach the course in question:

Northwest, IUPUI

Representatives of your School need to examine the Course Outline of Record and/or
sample syllabi and other materials from these campuses and determine whether your
approach will be comparable. Please describe below your Schools final determination on
this point.

**No basis for comparison. [The campuses above were unable to provide a syllabus for this
course as it was last taught more than 10 years ago and the instructors no longer teach
there.]**

PART 3:

1) Describe the course content and your rationale for bringing it forward:

The course is being brought forward for two primary reasons: (1) to increase the variety of courses offered to students to fulfill their language requirement and, (2) to offer a course in English on the Hispanic culture as an alternative to SPAN S290.

2) Describe the course's placement in the program, including its intended audience and any prerequisites:

This course will satisfy the foreign language requirement (see footnote). There are no prerequisites.

3) List the anticipated student learning objectives and outcomes:

To develop an appreciation as well as to expand their knowledge of the literature and culture of Spain.

4) Discuss any special features of the course (e.g., a service learning component):

This course may be taught online.

5) Attach a course Outline of Record for the course as it would be taught on the IU East campus:

See attachment.

PART 4:

I approve the above-mentioned course as following the model framework given by other campuses in the IU system.

School Dean

Date

IU EAST COURSE OUTLINE OF RECORD
(Submit with ECAP form)

SPAN-S241 Golden Age Literature in Translation

COURSE TITLE: Golden Age Literature in Translation

COURSE NUMBER: SPAN-S241

CREDIT HOURS: 3

SCHOOL: HSS

PROGRAM: Spanish

COURSE CATALOG DESCRIPTION: Masterpieces of Spanish literature of the sixteenth and seventeenth centuries. Representative authors include: Lope de Vega, Cervantes, Garcilaso, Quevedo, Calderón, Fray Luís de León, San Juan de la Cruz, and Góngora.

PREREQUISITES: None

ANTICIPATED CLASS FORMAT (Online, Classroom, Hybrid): Online

CONTACT TYPE (Lecture, Lab, Other): Other

TEXTBOOK(S) FOR FIRST OFFERING:

- *Lazarillo de Tormes*. Anonymous.
- *Fuenteovejuna*. By Lope de Vega.
- *Exemplary Novels*. By Miguel de Cervantes.
- *Entremés: 'El Retablo de las maravillas.'* By Miguel de Cervantes.
- Selected poems by Garcilaso de la Vega.
- Selected poems by Fray Luis de León.
- Selected poems by San Juan de la Cruz.
- *The Autobiography of St. Teresa of Avila*. By Teresa de Jesús.
- Selected poems by Luis de Góngora.
- Selected poems by Francisco de Quevedo.
- *Life is a Dream*. By Calderón de la Barca.
- *Disenchantments of Love*. By María de Zayas.
- Supplemental readings will be given as needed.

TOPICS TO BE ADDRESSED: (Narrative and/or bullet points)

- Perform a close reading of these works
- Discuss their contribution to the development of Spanish literature
- Investigate the literary and historical context in which these works were written

IU EAST CAMPUS LEARNING OBJECTIVES:

Educated people should:

1. Be exposed to a broad variety of academic fields traditionally known as the Liberal Arts (humanities, fine arts, social sciences, natural sciences) in order to develop a critical appreciation of a diversity of ideas and creative expression.
2. Have achieved depth in some field of knowledge. A sequential accumulation of knowledge and skills in an academic discipline is essential for a focused personal and professional development.
3. Be able to express themselves clearly, completely, and accurately. Effective communication entails the successful sharing through a wide variety of techniques, including reading writing, speaking and technology.
4. Be able to relate computational skills to all fields so that they are able to think with numbers. At minimum students should be able to carry out basic arithmetical and algebraic functions; they should have a working concept of simple statistics; and they should be able to interpret and use data in various forms.
5. Have the ability to develop informed opinions, to comprehend, formulate, and critically evaluate ideas, and to identify problems and find solutions to those problems. Effective problem solving involves a variety of skills including research, analysis, interpretation and creativity.
6. Develop the skills to understand, accept and relate to people of different backgrounds and beliefs. In a pluralistic world one should not be provincial or ignorant of other cultures; one's life is experienced within the context of other races, religions, languages, nationalities and value systems.
7. Be expected to have some understanding of and experience in thinking about moral and ethical problems. A significant quality in educated persons is the ability to question and clarify personal and cultural values, and thus to be able to make discriminating moral and ethical choices.

LIST COURSE OBJECTIVES (with a notation indicating which Campus Learning Objective is met.)

- Develop a greater appreciation for Spanish literature (1,5,6,7)
- Expand students' knowledge of the literature and culture of Spain (1,5,6,7)
- Delve into and discuss key Spanish literary texts (1,3,5,6,7)

DATE OF COURSE IMPLEMENTATION: Fall 2009

DATE OF LAST REVISION (IF ANY):

Actual Course Syllabus May Contain Additional Materials

Submitted by: Julien Simon

Date: March 14, 2009