

Eastern Illinois University  
New Course Proposal

Agenda Item #10-46  
Effective Spring 2011

FLS 3550, Contemporary Latin American Drama

Please check one:  New course  Revised course

**PART I: CATALOG DESCRIPTION**

1. **Course prefix and number, such as ART 1000:** FLS 3550
2. **Title (may not exceed 30 characters, including spaces):** Latin American Drama
3. **Long title, if any (may not exceed 100 characters, including spaces):** Contemporary Latin American Drama
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 3-0-3
5. **Term(s) to be offered:**  Fall  Spring  Summer  On demand
6. **Initial term of offering:**  Fall  Spring  Summer **Year:** 2011
7. **Course description (not to exceed four lines):** Development of major theatrical movements of Latin America during the twentieth and twenty-first centuries. Study of both text and performance.
8. **Registration restrictions:**
  - a. **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).  
None
  - b. **Prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) **MAY** be taken concurrently with the proposed/revised course.  
FLS 3000 or equivalent
  - c. **Who can waive the prerequisite(s)?**  
 No one  Chair  Instructor  Advisor  Other (Please specify)
  - d. **Co-requisites** (course(s) which **MUST** be taken concurrently with this one):
  - e. **Repeat status:**  Course may not be repeated.  
 Course may be repeated to a maximum of \_\_\_\_\_ hours or \_\_\_\_\_ times.
  - f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any: none
  - g. **Degree, college, major(s), level, or class** to be excluded from the course, if any: none
9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] writing intensive
10. **Grading methods** (check all that apply):  Standard letter  C/NC  Audit  ABC/NC (“Standard letter”—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)
11. **Instructional delivery method:**  lecture  lab  lecture/lab combined  independent study/research  
 internship  performance  practicum or clinical  study abroad  other

## **PART II: ASSURANCE OF STUDENT LEARNING**

### **1. List the student learning objectives of this course:**

Sample learning objectives:

Students will be able to:

- a. Identify major theatrical movements in contemporary Latin America
- b. Analyze literary works using specialized vocabulary in Spanish
- c. Identify major authors and their works
- d. Use MLA database to locate critical articles
- e. Distinguish between and use primary and secondary sources on theatre and twentieth-century Latin American literature
- f. Memorize and perform short plays in front of an audience
- g. Apply pertinent literary theory and critical analysis techniques to selected texts

#### **a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:**

- **EIU graduates will write and speak effectively.**
- **EIU graduates will think critically.**
- **EIU graduates will function as responsible citizens.**

N/A

#### **b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:**

- **Depth of content knowledge**
- **Effective critical thinking and problem solving**
- **Effective oral and written communication**
- **Advanced scholarship through research or creative activity**

N/A

### **2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:**

Sample assignments:

- Participation in class discussions and group work (objective a, b, c, f, g)
- Short essays and comprehension questions over literary works (objective a, b, c, g)
- Exams (objective a, b, c, g)
- A semester-long research project that demonstrates knowledge of literary theory and critical analysis (objective a, b, c, d, e, g)
- Live performance in front of an audience of peers (objective f)

### **3. Explain how the instructor will determine students' grades for the course:**

Sample grade distribution:

Participation and preparation	20 %
Homework/quizzes/in-class activities	20 %

Exams	30 % (3 @ 10%)
Final version of essay	20 %
Final Performance	10 %

**4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:**

N/A

**5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:**

N/A

**6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix \*.)**

This course is writing intensive. 50% of final grade is based on written assignments. Research essay will be edited and revised.

**PART III: SAMPLE OUTLINE OF THE COURSE**

**Provide a week-by-week outline of the course’s content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content “units” are sufficiently equivalent to the traditional on-campus semester hour units of time described above.**

Sample outline of course content:

- Week 1: Introduction to the concepts of theatre.
- Week 2: “El burrito encantado” Ramón Méndez (Venezuela)
- Week 3: “Historia de un flemón” Osvaldo Dragún (Argentina)
- Week 4: “La maestra” Enrique Buenaventura (Colombia)
- Week 5: “Una mariposa blanca” Gabriela Roepke (Chile)
- Week 6: “Los fantoches” Carlos Solórzano (Guatemala)
- Week 7: “Hacia un teatro pobre” Jerzy Grotowski
- Week 8: “El delantal blanco” Sergio Vadonovic (Chile)
- Week 9: “El censo” Emilio Carballido (México)

- Week 10: “Estudio en blanco y negro” Virgilio Piñera (Cuba)
- Week 11: “El tigre” Demetrio Aguilera-Malta (Ecuador)
- Week 12: “Las dos caras del patroncito” Luis Valdez (USA)
- Week 13: “Los vendidos” Luis Valdez (USA)
- Week 14: “Bernabé” Luis Valdez (USA)
- Week 15: El gesticulador Rodolfo Usigli (México)

#### **PART IV: PURPOSE AND NEED**

##### **1. Explain the department’s rationale for developing and proposing the course.**

This course has been taught as a topics course. At present the only other course that focuses on a particular genre is FLS3500, the short story course. This drama course would help to fill the void of genre courses in our curriculum. This course will contribute to students’ understanding of the development of drama in Latin America.

- a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.** N/A
- b. If the course is similar to an existing course or courses, justify its development and offering.**  
N/A

##### **2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.**

The class will take place exclusively in Spanish, including discussions in class and in groups. Students will complete all writing assignments in Spanish. All primary texts will be in Spanish. Students will have sufficient language proficiency after FLS 3000, which is also the prerequisite for all of our upper-division classes except for FLS 3050 Advanced Conversation.

##### **3. If the course is similar to an existing course or courses, justify its development and offering.**

N/A

- a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.** N/A
- b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.** N/A

##### **4. Impact on Program(s):**

- a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.**

This course serves as an approved upper-division elective.

- b. **For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective. N/A**

**If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted. N/A**

## **PART V: IMPLEMENTATION**

1. **Faculty member(s) to whom the course may be assigned:** Initially this course will be taught by Carlos Amaya. Eventually, this course could be taught by any member of the Spanish faculty.

**If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.**

2. **Additional costs to students:**

No additional cost to students.

**Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)**

3. **Text and supplementary materials to be used (Include publication dates):**

En un acto: Diez piezas hispanoamericanas. 3th edition. Eds. Frank Dauster and Leon F. Lyday. Boston, Mass: Heinle and Heinle Publishers, Inc., 1990

Valdez, Luis. Early Works: Actos, Bernabé. Houston, TX: Arte Publico Press, 1990.

Galván, Felipe. Antología de Teatro del 68. Mexico: Tablado Iberoamericano, 1999.

Supplemental photocopies.

## **PART VI: COMMUNITY COLLEGE TRANSFER**

**If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.**

A community college course will not be judged equivalent to this course.

**PART VII: APPROVALS**

**Date approved by the department or school: 04/20/2009**

**Date approved by the college curriculum committee: 04/29/2009**

**Date approved by the Honors Council (*if this is an honors course*):**

**Date approved by CAA: 02/18/2010**

\*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

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