**UNIVERSITY OF MICHIGAN-FLINT**  
**COURSE CHANGE REQUEST for GenEd Distribution**

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**Change Effective for Term:** Fall 2010  
**School/College:** College of Arts and Sciences (CAS)  
**Department:** Foreign Languages and Literatures

<table>
<thead>
<tr>
<th>Subject</th>
<th>HLS</th>
<th>Course Number</th>
<th>311</th>
<th>Check here for NO CHANGE:</th>
</tr>
</thead>
</table>

- **INACTIVATE Course**  
- **INACTIVATE Crosslisting(s)**

**INSTRUCTIONS:** Only where a change is requested, please complete the Requested Change column below; leave other lines blank. Add separate page(s) if space provided is not sufficient for your response.

### AS CURRENTLY OFFERED

1. **Title:** Introduction to Latino/Latina Literature in Translation
2. **Credit Hours:** (3)
3. **Repeat Status:** (see CURRENT Course Description below)
4. **Crosslisting(s):** CPL 311.
5. **GE Distribution:** h

### REQUESTED CHANGE

- **to:**
  - Total ____ -or- Variable ____ to ____
  - Max of ____ credits -or- _____________

- **to:**
  - FYE First Year Experience
  - CAP Capstone
  - H Humanities
  - GB Global Studies
  - HW Health&Well Being
  - N Nat Science
  - T Technology
  - S Social Science
  - F Fine Arts
  - FQ Finance&Qnt Lit
  - NL Nat Sci Lab

6. **CURRENT Course Description:**
   Culturally sensitive and historically contextualized reading and discussion of representative works by Latino/Latina authors in translation. This course may include the works of such authors as Iván Acosta, Alicia Alarcón, Isabel Allende, Gustavo Pérez Firmat, Thomás Rivera, Tino Villanueva among others.

7. **NEW Course Description (as it should appear in the Catalog):**

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**REQUESTED BY:**

- **Department Chair**
- **Date:** 10-29-09
- **Department Chair of Crosslist(s) or Prerequisite(s)**
- **Date:** 10-30-09

**REVIEWED BY:**

- **Catalog Editor**
- **Date:**
- **Provost**
- **Date:**
- **Catalog Coordinator (Registrar’s Office)**
- **Date:**

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UM-FLINT RECEIVED  
OCT 30 2009  
College of Arts & Sciences  
Dean's Office

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I:\Catalog\Course Change Request Form for GenEd Dist.doc  
Revised 7/22/09
### REQUEST FOR GENERAL EDUCATION DISTRIBUTION DESIGNATION

Directions: Please indicate which learning outcomes will be addressed in this course (place the corresponding number and outcome where indicated). A minimum of five learning outcomes must be addressed for a course to be eligible for general education distribution designation. Please provide a brief narrative as to how the course objectives/key concepts address each learning outcome selected, and indicate what tools for assessment will be used.

<table>
<thead>
<tr>
<th>Course Title: Introduction to Latino/Latina Literature in Translation</th>
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<tbody>
<tr>
<td>Department: Foreign Languages</td>
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### No. 1 Learning Outcome: Reflect on one's learning process.

**Narrative:**
As students gain knowledge and appreciation of the literary production by Latino/Latina authors in translation, particularly representative works by Isabel Allende, Thomás Rivera and others, they also reflect on the elements of literature in the texts and their experiences as readers.

**Assessment tools:**
Evaluation of responses to targeted "Discussion Board" questions that require students' reflection.

### No. 3 Learning Outcome: Demonstrate the ability to think critically.

**Narrative:**
Literary texts, relevant scholarly articles, web resources, films and other multimedia are used to enhance learning and critical thinking, through a focus on the Latino/Latina authors' works and their contributions to the literary production in Spanish of the United States. Students learn appropriate strategies to actively read, interpret, and analyze content and form of different literary texts in a variety of genres, especially drama. They are also expected to relate the material to their own experience, through cultural contrast.

**Assessment tools:**
Evaluation of responses to targeted "Discussion Board" questions that require students to think critically.

### No. 5 Learning Outcome: Produce competent written work.

**Narrative:**
Students continue to develop their writing skills as they analyze and reflect on the authors' works. In addition to learning to read and interpret texts and applying basic literary analysis skills, they are expected to express their own ideas regarding the course topics in written assignments, research projects, and essay exams. Writing strategies students learn include: how to construct a formal outline, focus on the essay topic, produce a well-structured and persuasive paper in which ideas are expressed with clarity, are arranged in logical sequence, and are supported with relevant evidence.

**Assessment tools:**
Evaluation of a final research project will be used.

### No. 6 Learning Outcome: Participate in dialogue that involves respectful and careful listening.

**Narrative:**
Students discuss literary and media texts, films, and other relevant materials that aid in analyzing and understanding the authors and their works, including the historical context of their literary production. They share and exchange perspectives and information as they work on class/group activities and make classroom presentations followed by questions, comments, and discussion.

**Assessment tools:**
Assessment will include evaluation of group assignments and oral presentations and discussion.