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

*** This change is not effective for registration or publication until this request has been reviewed by the Provost. ***

<table>
<thead>
<tr>
<th>Change Effective for Term:</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>School/College:</td>
<td>College of Arts and Sciences (CAS)</td>
</tr>
<tr>
<td>Department:</td>
<td>Foreign Languages and Literatures</td>
</tr>
</tbody>
</table>

| Subject: SPN | Course Number: 333 | Check here for NO CHANGE: |

- [ ] 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:** The Spanish Golden Age
2. **Credit Hours:** (3)
3. **Repeat Status:** *(see CURRENT Course Description below)*
4. **Crosslisting(s):**
5. **GE Distribution:** h

### REQUESTED CHANGE

- to:
  - Total ____ -or- Variable ____ to ____
  - Max of ____ credits -or- ____________
  - to:
    - **FYE** First Year Experience
    - **CAP** Capstone
    - **H** Humanities
    - **S** Social Science
    - **GB** Global Studies
    - **F** Fine Arts
    - **HW** Health & Well Being
    - **FQ** Finance & Quant Lit
    - **N** Nat Science and/or
    - **NL** Nat Sci Lab
    - **T** Technology

### 6. CURRENT Course Description:

*Analysis of Spanish masterpieces published during the sixteenth and seventeenth centuries, with emphasis on the theatre.*

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

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**REQUESTED BY:**

- Date: 10/30/09

**REVIEWED BY:**

- Catalog Editor
- Date
- Provost
- Date
- Catalog Coordinator (Registrar's Office)
- Date

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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: The Spanish Golden Age</th>
<th>Department: Foreign Languages</th>
<th>Course Prefix: SPN</th>
<th>Course Number: 333</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. 1 Learning Outcome: Reflect on one's learning process.</td>
<td>Narrative:</td>
<td></td>
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</tbody>
</table>

As students gain knowledge and appreciation of the literary masterpieces by major writers from the Spanish Golden Age of 16th and 17th-century Spain, particularly representative works in drama, 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 authors’ works and their contributions to the literary production of the Spanish Golden Age. 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 Spanish 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 period. 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.
**No. 8**  Learning Outcome: Demonstrate knowledge of culture and the arts, social structure and process, and the physical and natural world.

**Narrative:**

Students familiarize themselves with literary masterpieces (particularly drama) by major Spanish writers from the Golden Age, including the artistic, cultural, socio-political and historical contexts of their works and the characteristics of the Renaissance and Baroque literary movements in which they wrote.

**Assessment tools:**
Assessment will include evaluation of exams.