



# BROWARD COLLEGE COURSE OUTLINE

**LAST REVIEW: 2010-2011**

*(i.e. 2006-2007)*

**NEXT REVIEW: 2015-2016**

*(i.e. 2011-2012)*

**STATUS: A**

*(A, I, D)*

**COURSE TITLE: US HISPANIC/LATINO LITERATURE**

**COMMON COURSE NUMBER: AML 2631**

**CREDIT HOURS: 3**

**CONTACT HOUR BREAKDOWN**

*(Per 16 week term)*

**CLOCK HOURS:**

*(Voc. Course ONLY)*

Lecture: **48**

Lab:

Clinic:

Other:

**PREREQUISITE(S): Eligibility for ENC 1101**

**COREQUISITE(S): None**

**PRE/COREQUISITE(S): None**

**COURSE DESCRIPTION** *(750 characters, maximum):*

A broad survey of US Hispanic/Latino Literature covering works from the New World Encounter to present era. Students will analyze texts that may be selected from authors such as Alvar Nunez Cabeza De Vaca, Hernando De Soto, Jose Marti, William Carlos Williams, Santiago Baca, Tato Laviera, Sandra Cisneros, Rudolfo Anaya, Gloria Anzaldua, Reinaldo Arenas, Junot Diaz, Jennine Capó Crucet, among others. **A student must earn a grade of "C" or higher to meet the requirements of the Gordon rule.**

General Education Requirements – Associate of Arts Degree (AA), meets Area(s):

Area 2A

General Education Requirements – Associate in Science Degree (AS), meets Area(s):

Area 2

General Education Requirements – Associate in Applied Science Degree (AAS), meets Area(s):

Area 2

## UNIT TITLES

- 1. Introduction to the Study of US Hispanic/Latino Literature**
- 2. US Hispanic/Latino Literature from 1537 to 1810**
- 3. US Hispanic/Latino Literature from 1899 to 1945**
- 4. US Hispanic/Latino Literature from 1946 to Present**
- 5. Writing about US Hispanic/Latino Literature**

\*\*\* Complete the following only if course is seeking general education status \*\*\*

**GENERAL EDUCATION Competencies and Skills \*:**

In the box to the right of the Competency/Skill, enter all specific **student learning outcome** unit numbers, as indicated in the course outline (i.e. 1.1, 2.7, 4.2, 4.0 and 5.12) that apply.

<b>Course must include <u>all</u> of the following:</b>	
<b>1. Read with critical comprehension**</b>	2.3; 2.4; 2.5, 2.7; 3.3; 3.4; 4.3; 4.4
<b>2. Write clearly and coherently**</b>	5.1; 5.2; 5.3; 5.5
<b>3. Demonstrate literacy as appropriate within a given discipline**</b>	Cultural: 1.0; 2.1; 2.2; 2.5; 2.6; 3.1; 3.2; 3.3; 3.5; 3.6; 4.1; 4.2; 4.5; 4.6
<b>4. Apply problem solving skills or methods to make informed decisions in a variety of contexts**</b>	1.3; 2.3; 2.5; 2.6; 2.7; 3.3; 3.4; 3.5; 3.6; 3.7; 4.3; 4.4; 4.5; 4.6; 4.7
<b>Course must include at least <u>one</u> of the following:</b>	
<b>5. Differentiate between ethical and unethical behavior</b>	5.4, 5.5, 5.6
<b>6. Demonstrate an understanding of the physical, biological, and social environments and how individual behaviors impact this complex system.</b>	
<b>7. Demonstrate an understanding of and appreciation for human diversities and commonalities.</b>	2.2; 2.5; 2.6; 3.2; 3.5; 4.2; 4.5
<b>8. Speak and listen effectively.</b>	

*\*General Education Competencies and Skills endorsed by 2010-2011 General Education Task Force*

**\*\*Required Competencies**

**1) Read with critical comprehension.**

The student will be introduced to the basic texts, concepts, vocabulary, and methods necessary for developing an understanding of the discipline and meeting the required benchmarks as stated in the course outline.

**2) Write clearly and coherently.**

The student will demonstrate an understanding and mastery of subject matter in a variety of ways, including writing. Writing activities may include both graded and ungraded essays, short answer quizzes, summaries, reactions, journals, and various other reports.

**3) Demonstrate and apply literacy across all the disciplines (indicate which ones apply).**

- a) **Information literacy** means understanding how to locate needed information, using the appropriate technology for the task, managing and evaluating the extracted information and using it effectively and ethically.
- b) **Technology literacy** is the ability to responsibly and effectively use appropriate technology to access, manage, integrate, or create information, and/or use technology to accomplish a given task.
- c) **Workplace literacy** is having the appropriate knowledge and skills to communicate and work with others effectively and perform job duties, whether it is through the use of computers and/or other technology.
- d) **Cultural literacy** is recognizing, understanding, and appreciating the similarities and differences between one’s own culture and the cultures of others through a study of the arts, customs, beliefs, values, and history that define a culture.
- e) **Quantitative literacy** is having the ability to formulate, solve and interpret mathematical/statistical operations and graphical/tabular representations to make informed decisions.
- f) **Scientific literacy** means understanding the methodology and application of the scientific process, the physical and biological worlds, and recognizing that scientific knowledge is continuously updated or revised as new information is discovered.

**g) Environmental literacy** is creating a context within which environmental issues can be viewed, imparting knowledge to enhance one's ability to analyze the issues, make the connections between humans' decisions and actions and the challenges facing the environment, and instilling the desire to sustain the environment through ethical practices in both one's professional and personal lives.

**4. Apply problem-solving skills or methods to make informed decisions in a variety of contexts.**

The student will use acquired skills or methods to recognize, analyze, adapt, and apply critical thinking to solve problems and make informed decisions.

**EVALUATION:**

In the box to the right of the Methods of Assessment, enter all specific learning outcome numbers (i.e. 1.1, 2.7, 4.0, 4.2 and 5.12) that apply.

1. Portfolio	1.0; 2.0; 3.0; 4.0; 5.0
2. Short essays	1.3; 5.0
3. Research Papers	1.3; 5.0
4. Group projects	1.2; 1.3; 2.0; 3.0; 4.0
5. Discussions (In class and online)	1.1; 1.2; 1.3; 1.4; 2.0; 3.0; 4.0
6. Multiple Choice tests	1.1; 1.2; 1.3; 1.4; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2
7. Presentations	1.2; 1.3; 1.4; 2.0; 3.0; 4.0;
8. Service Learning Projects	
9. Quizzes (pop, announced, etc.)	1.1; 1.2; 1.3; 1.4; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2
10. Take-home tests	1.2; 1.3; 1.4; 2.0; 3.0; 4.0
11. Summaries, critiques, and analyses	1.2; 1.3; 1.4; 2.0; 3.0; 4.0; 5.1; 5.2; 5.3
12. Reaction papers	1.3; 2.0; 3.0; 4.0; 5.1; 5.2; 5.3
13. Surveys	1.2; 1.3; 1.4; 2.1; 2.2; 3.1; 3.2; 3.1; 3.2; 4.1; 4.2;
14. Performance	
15. Short answer tests	1.1; 1.2; 1.3; 1.4; 2.1; 2.2; 2.3; 2.4; 2.6; 3.1; 3.2; 3.3; 3.4; 3.6; 4.1; 4.2; 4.3; 4.4; 4.6;
16. Classroom debates and colloquia	1.1; 1.2; 1.3; 1.4; 2.0; 3.0; 4.0
17. Blogs, wikis, web pages	1.1; 1.2; 1.3; 1.4; 2.0; 3.0; 4.0
18. Other (Please explain)	

**UNITS****1. Unit 1 Introduction to the Study of US Hispanic/Latino Literature****General Outcome:**

- 1.0 The students shall learn literary concepts, techniques, movements, and figures as they pertain to US Hispanic/Latino Literature and the contexts from which they emerge.**

**Specific Measurable Learning Outcomes:**

Upon successful completion of this unit, the students shall be able to:

- 1.1 Apply literary concepts pertinent to US Hispanic/Latino Literature.**
- 1.2 Explain significant literary movements since 1537 (i.e., philosophical, intellectual, cultural, and aesthetic).**
- 1.3 Distinguish significant similarities and differences among literary movements pertaining to US Hispanic/Latino Literature since 1537.**
- 1.4 Assess key literary figures since 1537.**

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## UNITS

### 2. Unit 2 US Hispanic/Latino Literature from 1537 to 1898

#### General Outcome:

- 2.0 The students shall read and discuss diverse and representative samples from US Hispanic/Latino Literature (i.e., epic poems, essays, chronicles, folktales, serial novels, plays) published between 1537 and 1898. Writers may reflect some of the following movements and periods: Colonial Literature, Naturalism, the Oral Tradition, and Modernismo. Writers may include Gaspar Perez de Villagra, Alvar Nunez Cabeza de Vaca, Jose Marti, Maria Amparo Ruiz de Burton.

#### Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to do the following:

- 2.1 Examine major works of US Hispanic/Latino Literature between 1537 and 1898.
- 2.2 Categorize a diverse and representative body of literary figures including essayists, authors, poets, lectors, and chroniclers.
- 2.3 Analyze how works of US Hispanic/Latino Literature written between 1537 and 1898 relate to the conventions of a literary movement or period.
- 2.4 Analyze the relationship between the works of US Hispanic/Latino Literature and the literary figures involved in their creation and dissemination.
- 2.5 Apply relevant literary techniques, concepts, and devices in interpreting samplings of US Hispanic/Latino Literature.
- 2.6 Assess the impact of literary contexts (political, social, moral, cultural, etc.) on the array of US Hispanic/Latino Literature from 1537 to 1898. This may include discussions on such factors as ethnicity, economic class, immigration, language, identity, and acculturation.
- 2.7 Evaluate the relationship between literary works and their emergent historic, or concurrent literary movements and periods.

**UNITS**

**3. Unit 3 US Hispanic/Latino literature from 1899-1945**

**General Outcome:**

**3.0 Students shall read and discuss a diverse and representative sample of literature (i.e., poems, short stories, essays, plays, or novels) published between 1899 and 1945 and interpret their impact on US Hispanic/Latino literature. Themes of exile and immigration may be examined. This unit may also discuss authors such as Eugenio Florit, Bernardo Vega, and Luis Leal among others who adopted and embraced modernist, surrealist, magical realist and social realist movements during this period.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the students shall be able to:**

- 3.1 Compare and contrast the differences and similarities between the themes of exile and immigration produced by US Hispanic/Latino authors in the US between 1899 and 1945.**
- 3.2 Appraise a diverse and representative body of literary figures (authors, critics, etc.) in exile and immigrant literature associated with this time period or its literary movements.**
- 3.3 Analyze how exile and immigrant literature written between 1899 and 1945 relate to the conventions of a period or literary movement.**
- 3.4 Apply relevant literary concepts, techniques, and devices in interpreting representative samplings of exile and immigrant writings from 1899 to 1945.**
- 3.5 Assess the impact of literary contexts (political, social, cultural, etc.) on exile and immigrant literature from 1899 to 1945. This may include discussion of how factors such as gender, sexuality, and economic class, among others, shape the exile and immigrant condition in US Hispanic/Latino literature.**
- 3.6 Assess the relationship between exile and immigrant literary works in US Hispanic/Latino literature and their emergent, historic, or concurrent literary movements and periods.**
- 3.7 Judge the relationship between works of exile and immigrant literature in US Hispanic/Latino literature and the literary figures involved in their creation, dissemination, or criticism.**

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**UNITS**

**4. Unit 4 Hispanic American Literature since 1946**

**General Outcome:**

**4.0 The students shall read and discuss a diverse and representative sample of US Hispanic/Latino literature (i.e., poems, short stories, plays, or novels) published since 1946 and interpret their impact on US Hispanic/Latino literature. Writers may reflect some of the following themes: literature of acculturation, color and gender identities, socio/linguistic politics, emerging Latina/o voices, transcultural religions and realities. Writers may include Julia Alvarez, Junot Diaz, Sandra Cisneros, Oscar Hijuelos, Reinaldo Arenas, Esmeralda Santiago, Richard Rodriguez, Adrian Castro.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the students shall be able to:**

- 4.1 Examine major works of US Hispanic/Latino literature published since 1946.**
- 4.2 Compare and contrast a diverse and representative body of literary figures (authors, critics, etc.) associated with this time period or its literary movements.**
- 4.3 Analyze how works of US Hispanic/Latino literature written since 1946 relate to the conventions of a literary movement or period.**
- 4.4 Apply relevant literary concepts, techniques, and devices in interpreting representative samplings of US Hispanic/Latino literature since 1946.**
- 4.5 Assess the impact of literary contexts (political, social, cultural, etc.) on a diverse array of US Hispanic/Latino literature since 1946. This may include discussion of changing social attitudes and aesthetics in regards to factors such as race, gender, ethnicity, sexual orientations, national origin, and economic class, among others, in the shaping of individual and social identities.**
- 4.6 Assess the relationship between literary works and their emergent, historic, or concurrent literary movements.**
- 4.7 Judge the relationship between works of US Hispanic/Latino literature and the literary figures involved in their creation, dissemination, or criticism.**

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**UNITS**

**5. Unit 5 Writing about US Hispanic/Latino literature**

**General Outcome:**

**5.0 The students shall be able to write a structured paper that incorporates research and engages in an analysis of the literary movement, author, or text(s) within US Hispanic/Latino literature since 1537.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the students shall be able to:**

- 5.1 Compose a limited thesis statement that demonstrates a thoughtful interpretation based on textual evidence and informed response to scholarly criticism of the selected text(s), author, or movement.**
- 5.2 Create a properly structured essay that supports the student's original thesis statement.**
- 5.3 Demonstrate the appropriate use of Standard American English in adherence with the conventions of spelling, grammar, syntax, vocabulary, capitalization, and punctuation.**
- 5.4 Identify and locate appropriate research sources for legitimate academic use.**
- 5.5 Incorporate primary and secondary research sources appropriately.**
- 5.6 Cite primary and secondary research sources via in-text citations and a Works Cited Page using MLA Format.**