Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Creative Arts

In the box below, describe how this course meets the Foundational Component Area description for Creative Arts. Courses in this category focus on appreciation and analysis of creative artifacts and works of human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

**HISP 205** is the study of the literary tradition of perhaps the best known work of literature from the Hispanic/Spanish-speaking world, Cervantes' *Don Quixote*. Through the study of this major work and representative manifestations and representations of it in other arts, students learn to appreciate these works in terms of their creative contribution and to understand them in relationship to the cultures and times that produced them. As students read, view, listen to, and interpret creative works, they synthesize and critique their expression through explicit and implicit comparisons and contrasts among them and with their own previous other literary and artistic studies. Given the variety of creative works studied, this course involves different aesthetic and intellectual perspectives on creativity and innovation in literature, film, music, and the visual arts.

**Core Objectives**

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

- The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Students read literary texts, they view paintings and films, and they listen to music; and they are presented with explanations of national and regional histories and artistic movements. Students comprehend and analyze these literary/visual/auditory texts in terms of both content and style. Synthesis and analysis of these texts offer opportunities for critical thinking because they require evaluation of content and style. Inquiry into the context surrounding these texts offers opportunities for critical thinking because it implies understanding the intertextual relationships as well as a comparison and contrast with the student’s own linguistic/literary and cultural experience.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Course learning outcomes involve an understanding and appreciation of various forms of artistic communication, and they target students’ effective communication. Through the study of multiple artistic texts, students competently will write extended exposition using basic critical terms and discipline-specific format (MLA), and they will orally report expository information about an author, movement or work studied.
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These outcomes are targeted by ongoing interpretation of artistic texts and the oral and written expression of ideas about them throughout the course.

Teamwork (to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal):

The literary and cultural texts studied provide exposure to and insights into many different ideological, temporal, thematic, and cultural points of view. Studying, analyzing, evaluating and appreciating those differences build tolerance, which is an attribute necessary to teamwork and social responsibility. The conduct of the course involves small group discussions and reporting, a practice which fosters and depends on teamwork concepts because it requires the individual to participate actively towards the group’s success.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

This course promotes intercultural competence because students learn to understand, appreciate and evaluate works of Spanish language literature and to understand Hispanic culture through the study of representative literary/cultural texts. The analysis and understanding of artistic representations of Don Quixote in other cultures also contributes to intercultural competence. The achievement of objectives of cultural competence prepares students to more effectively engage glocal society. Glocal -- > “global” in the sense of various world cultures, and “local” in the sense that their own local communities are increasingly multicultural.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.