



Sul Ross State University

Course Syllabus

SPAN 4311 – Reading in Spanish American Literature II Fall 2016

Instructor: Dr. Ana Sylvia Acevedo

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Office D-202

Office hour: Monday and Wednesday
1:00-5:00 or by appointment

Time / Location: 12:30-1:45

Eagle Pass: B114

Del Rio:101

Course Description:

This course is the second half of a survey course in Spanish American Literature. It will present selections by writers who are representative of their time and literary styles, beginning in the 19th century and continuing to the present. The student will be responsible for reading selections and discussing them in written form.

Course Text:

Aproximaciones Al Estudio De La Literatura

Hispanica 7th Edition By [Carmelo Virgillo](#) (Author), [Edward Friedman](#) (Author), [Teresa Valdivieso](#) (Author). ISBN: 9780073385372.

OBJECTIVES:

The Expected Learning Outcome: The students will

- Apply literal reading skills for understanding written materials, including stated main idea, topic sentence, sequence of events, supporting details, and summarized information.
- Apply interpretive reading skills for understanding written materials, including implied the main idea or theme, cause-effect relationships, outcomes, and conclusions.
- Understand the use of literary conventions, including author's point of view or purpose, the interpretation of figurative language, and the contribution of grammatical structures to the meaning of various passages.
- Apply vocabulary skills, including the use of context clues to define ambiguous words, identification of words to fit various contexts, and cultural and conceptual characteristics of literary language.
- Apply knowledge of idiomatic usage, including distinctions among the possible interpretations of words and phrases in different idiomatic contexts.

- Humanities Statement:

Students graduating from Sul Ross State University should be able to think critically and demonstrate an understanding of the possibility of multiple interpretations, cultural contexts, and values.

Evaluation:

Participation and Homework	10%
Class presentations (2)	20%
Exams (2)	35%
Quizzes	15%
Research paper	20%

*** Please do not hesitate to see me during the semester about questions you may have regarding the material or any other relevant information. I will be very happy to provide you with whatever assistance you may need.

*Written work will be evaluated for completeness, coherence, original insights, and appropriate level of Spanish.

Grading

A: 90 – 100 B: 80 – 89 C: 70 – 79 D: 60 – 69 F: 0 – 59

POLICIES:

The attendance policy as published in the Bulletin of Sul Ross-Rio Grande College will be adhered to in this course. All students are expected to be familiar with that policy. Make up examinations **will not** be given. If an exam is missed, the student will be responsible for the missed material on the next exam. In all cases this will be allowed only at the discretion of the instructor after prior notification is made by the student that s/he will miss the exam.

Each student will prepare a research paper and **the topic must be approved by the instructor, but the student is responsible for identifying an appropriate research topic on his/her own.** Research papers must use the MLA style of bibliographical citation. The work must be your own, and plagiarism (the use of other people's work and words as if they were your own) will not be tolerated. The length of the paper is not as important as the quality of the research, but an appropriate length may be between 5 and 8 pages, double spaced. The research paper will be due on the date indicated on the course calendar. Late papers will receive a lateness penalty commensurate with the degree of lateness. All submissions will be made electronically using the "Assignments" function of the Blackboard web site.

MOBILE PHONES MUST BE SWITCHED OFF AND OUT OF SIGHT WHILE CLASS IS IN PROGRESS.

NOTE:

Students with any disability which would affect their performance in this course are encouraged to inform the instructor so that methods and materials may be altered in such a way as to insure the student an equal opportunity for success.

