



Sul Ross State University
Course Syllabus
Spanish 3303
Reading in Spanish
Spring 2017 - Web Course

Instructor: Ana Sylvia Acevedo, Ph.D
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Office #: D-202
Office Hours: 10:00 a.m. – 12:00 p.m.
Tuesday - Thursday
and **by appointment**

Course Description:

This course presents a survey of the development of the modern Spanish novel from its beginnings in the 19th century to present. The work to be studied reflect the diverse literary movements of their time, and are considered classics of the narrative genre. The purpose is to create in the student and awareness of and appreciation for literature in general and the Spanish novel in particular.

Texts:

The following novels are required reading in this course (these editions have been submitted to the bookstore, but other editions are acceptable):

La familia de Pascual Duarte 1942- Camilo José Cela (1916-2002), ISBN-10: 8423307328 / ISBN-13: 978-8423307326

Nada 1951- Carmen Laforet (1921-2004) ISBN-10: 8423343596 / ISBN-13: 978-8423343591

Primera Memoria 1960- Ana María Matute (1925-2014) ISBN-10: 8423342794 / ISBN-13: 978-8423342792

La hija del Caníbal 1997- Rosa Montero SBN-10: 8423976696 / ISBN-13: 978-8423976690

Expected Learning Outcomes: The students will

- Apply literal reading skills for understanding written materials, including stated main idea, topic sentence, and sequence of events, supporting details, and summarized information.
- Demonstrate advance understanding of the geographical features of Spain, and how regional geography influenced historical developments.
- Understand of 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.

- Discuss literary works using the proper terminology and apply knowledge of idiomatic usage, including distinctions among the possible interpretations of words and phrases in different idiomatic contexts.

Program Learning Objectives:

The student graduating with a degree in Spanish will:

- PLO 1 - The student will demonstrate advanced level proficiency in reading Spanish.
- PLO 2 - The student will demonstrate advanced level of proficiency in writing Spanish
- PLO 3 - The student will demonstrate advanced level of proficiency in speaking Spanish
- PLO 4 - The student will demonstrate awareness and understanding of the cultural characteristics of the Spanish speaking world.

Assessment:

The expected learning outcome for this course will be assessed through a series of assessment tools. In order for the student to demonstrate awareness and knowledge of distinctive cultures and subcultures, including but not limited to ethnicity, gender, class, political systems, religions, languages, or human geography. The student's success will be evaluated according to the following plan:

1. 4 Short Reflections on readings (15 %)

There will be four (4) short essays or reflections about one topic of a specific reading (300 words **typed and double-space**). These reflections will help you to interpret the texts within its cultural and literary context. The goal of these exercises is to develop your critical abilities to analyze these texts and to put your ideas in writing. You will have the opportunity to express your ideas without being intimidated, but you must present evidence from the text.

2. 2 Academic Essays & Bibliography MLA Style (25 %)

There will be two essays ("Comentarios analíticos") in which you will analyze the meaning of one aspect about one or two texts read in class. These essays must have a minimum of 1200- 1500 words (approximately 5 pages each). Guidelines and evaluation rubrics are provided in Blackboard under the course reader.

Our task is to think about the ideas and meanings of these texts and the ways their authors communicate them. We also need to pay attention to the dialogues of a particular text with others (intertextuality), and how these texts portray their societies and individuals.

In an academic essay, you will need to think about all these aspects and provide your own reading and analysis of these texts. For this level of studies, consultation of secondary sources (i.e. academic articles, books, book chapters) is encouraged, but you must cite your sources properly.

3. Participation and Homework assignments (15 %)

Active and voluntary participation

Your oral participation is required every day of class. In order to participate, you must read all the assigned materials for the day. In order to participate actively in class discussions, prepare the exercises or questions after each reading. Your participation and attendance each day will be rewarded with a maximum of 10 points.

4. Reading quizzes (15%)

The reading quizzes **will be unannounced** to verify that the students are doing the assigned readings. There will be five of them spread throughout the semester.

5. Oral presentation (10%) Each student will also present to the class an oral presentation of their research project. The presentation will be a summary of the research project of approximately 5 to 8 minute duration.

6. Midterm exam (10%)

7. Final Exam (10%)

The midterm and the final exam will test the comprehension of the stylistic and formal aspects of the assigned readings. They will include questions about the characteristics of the literary movements, identification of characters, places, symbols, fragments of texts and short essays.

*** 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

Attendance

Daily attendance is mandatory and essential for the course objectives. Each student is allowed one excused absence. After this, each absence will result in a deduction of **10 points from the overall course grade**. Three (3) tardies (15 minutes or more), or leaving class early is equal to one absence. All assignments are due at the beginning of class.

Make-up policy

No makeup exam will be given. Should the student need to miss class on the day of an assigned exam, the instructor **MUST** be notified **BEFORE** the exam begins. Material from the missed exam will appear on the next exam. In case the **final exam** is missed, the instructor will consider whether a grade of incomplete is merited and if so, the exam will be made up at a future date to be decided by the instructor and the students.

Academic Honesty

Academic integrity is taking responsibility for one's own work, being individually accountable, and demonstrating intellectual honesty and ethical behavior. Ethical behavior and independent thought are essential for the highest level of academic achievement. It is the aim of the faculty of Sul Ross State University – Rio Grande College to foster a spirit of complete honesty and a high standard of integrity. The attempt of students to present as their own any work that they have not honestly performed is regarded by the faculty and administration as a serious offense and renders the offenders liable to serious consequences, possibly suspension.

“Scholastic dishonesty” includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act.

Civility in the classroom

Students are expected to assist in maintaining a classroom environment that is conducive to learning.

Help maintain a positive learning environment by arriving on time, **turning off cellular phones and all other electronic devices before arriving in class, (this includes not checking for text messages during class)**, and avoiding distracting behaviors, **such as talking with others**, speaking out of turn, using offensive or insulting language, **eating**, sleeping, completing homework, reading the newspaper, etc.. Any student whose behavior disturbs our learning environment **will lose participation** points and may be asked to leave the classroom.

MLA Style:

MLA basic format: <http://owl.english.purdue.edu/owl/resource/747/05/>

MLA electronic entries: <http://owl.english.purdue.edu/owl/resource/747/08/> - please read of the information before creating a work cited page.

MLA: Writers are no longer required to provide URLs for Web entries. However, if your instructor or publisher insists on them (we do), include them in angle brackets after the entry and end with a period. For long URLs, break lines only at slashes. (see examples)

Sample Works Cited page: <http://owl.english.purdue.edu/owl/resource/747/12/>

MOBILE PHONE MUST SWITCHED OFF AND OUT SIGHT WHILE CLASS IS IN PROGRESS WHO VIOLATES THIS RULE WILL BE ASKED TO LEAVE THE CLASS.



**SUL ROSS STATE UNIVERSITY
RIO GRANDE COLLEGE**
A Member of the Texas State University System

Department of Student Services
2623 Garner Field Road
Uvalde, Texas 78801

(830) 758-5006
(830) 279-3003
Fax: (830) 279-3016

Disability Services Procedures

Sul Ross State University Rio Grande College, a Member of the Texas State University System, supports equal employment and educational opportunities for all persons. No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored by Sul Ross State University Rio Grande College on any basis prohibited by applicable law, including but not limited to race, color, national origin, religion, sex, age or disability.

The university is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator assists students with disabilities in gaining opportunities for full participation in programs, services and activities. The Disability Services Coordinator is the Director of Student Services 830-758-5006 in Eagle Pass, Texas.

Services available to all SRSU RGC students include consultation, information and referral as well as personal counseling and academic advising. A student is eligible for disability services if s/he has been admitted to Sul Ross State University Rio Grande College and has a documented physical or mental impairment that substantially limits one or more major life activities. Qualified students with disabilities who need academic adjustments, auxiliary aids or services or other accommodations to ensure equal access must register with Disability Services. It is the student's responsibility to bring disability documentation with them to an appointment with the Disability Services Coordinator to discuss their individual needs at this time. Each request is considered on an individualized, case-by-case basis. As considerable time may be involved in obtaining complete and adequate documentation and arranging for qualified service providers, prospective and current students should request services in a timely manner. These services should be requested well in advance of the anticipated need.

Recent disability documentation from appropriate qualified professionals must be provided by the student to establish current functional limitations and the impact of the disability. Any recommendations for specific accommodations may be helpful in making determinations and these will be considered as part of the documentation review process. Documentation of disability status and other related information is handled in a confidential manner and is maintained in files separate from a student's educational record.

In compliance with applicable laws, unless Sul Ross State University Rio Grande College can demonstrate that an academic requirement is an essential component of a degree or program, the University will make reasonable adjustments to requirements to ensure that the requirements do not discriminate against qualified students with disabilities. A student with a disability may request a course substitution or a modification of a degree or program requirement through the following process.

The student's first point of contact for assistance with this process should be the Disability Services Coordinator. The student should submit:

1. A written request for the modification explaining his/her difficulties in the relevant areas and reasons for requesting the modification;
2. Information about the results of previous efforts in the relevant area (transcripts, etc.); and
3. Comprehensive documentation of the disability and the specific aspects of the disability which impair the student's ability to learn or perform in the area in which the student is requesting the modification. The Disability Services Coordinator will meet with the student, review the documentation and prepare a recommendation on the request.
 - a. A diagnostic statement identifying the disability, date of the current diagnostic evaluation (within a 5 year period), and the date of the original diagnosis.
 - b. A description of the diagnostic criteria and/or diagnostic test(s) used.
 - c. A description of the current functional impact/limitations of the disability.
 - d. Treatments, medications, assistive devices/services currently prescribed or used.
 - e. A description of the expected progression or stability of the disability over time.
 - f. The credentials of the diagnosing professional(s) to include the training and experience which enable the person capable of making the diagnosis(es).

Recommendations for accommodation are helpful and will be given due consideration.

If a student feels that s/he has been discriminated against based on disability, it is recommended that the student first attempt to resolve the issue directly with the individual or group suspected of discrimination. If this procedure is non-productive, a second step may be to seek assistance from the Disability Services office. Students may also file a complaint with the appropriate university officer for ADA/504 compliance, the ADA Compliance Officer, according to the student grievance procedure.

NOTE:

ALL TECHNICAL QUESTIONS SHOULD BE DIRECTED TO ONE OF THE RGC TECHNICAL SUPPORT STAFF MEMBERS BELOW. THIS INCLUDES QUESTIONS ON HOW TO LOG ON TO BLACKBOARD, HOW TO OBTAIN AND USE A SUL ROSS EMAIL ACCOUNT, HOW TO USE EMAIL ATTACHMENTS, ETC.

Uvalde:

Mr. George Hernandez Phone: 830-279-3045 Email: ghernandez2@sulross.edu

Del Rio:

Mr. Francisco Rodríguez Phone: 830-7034818 Email: frdriguez2@sulross.edu

Eagle Pass:

Mr. Juan Garza Phone 830-758-5010 Email: jgarza@sulross.edu

IF YOU CANNOT GET HELP FROM ONE OF OUR LOCAL TECHNICIANS, PLEASE CONTACT THE OFFICE OF INFORMATION TECHNOLOGY ON THE ALPINE CAMPUS USING ONE OF THE FOLLOWIING RESOURCES:

LoboTechnologyAssistanceCenter Support Staff

Phone: 432-837-8888 (ext. 8888/8765)

Online: [Lobo Technology Assistance Center \(LTAC\)](#)

For Service Requests: <https://techassist.sulross.edu>

Course Calendar for Spn 3303 - Contemporary Spanish Novel

Eagle Pass R 6:00-8:45 p.m.

 **TENTATIVE SCHEDULE** 

Fechas	Tema	Tarea y preparación para la siguiente clase.	Discusión en clase de los siguientes capítulos (La lectura se hace en CASA)
1/19	<ul style="list-style-type: none"> • Introducción al curso • Teoría literaria • Las características de la literatura • Introducción a la novela de posguerra - José Camilo Cela 	Lean Capítulos I-X Para la siguiente clase Handout- Preguntas de la lectura	
1/26	<i>La Familia de Pascual Duarte</i>	<ul style="list-style-type: none"> • Lista de los personajes • Hagan una lista de los temas que se exponen en la obra para la siguiente clase. • Lean Capítulos XI-XIX 	Capítulos I-X
2/2	<i>La Familia de Pascual Duarte</i>	<ul style="list-style-type: none"> • La España de Pascual Duarte • Temas y Argumentos • Recursos Literarios • Temas claves de la obra 1ª Reflexión	Capítulos XI-XIX
2/9	Concluir con José Camilo Cela Introducción a Carmen Laforet	<ul style="list-style-type: none"> • Pensar en temas para su primer ensayo académico • Lean capítulos I-IX • Preguntas de lectura 	
2/16	<i>Nada</i> 1951- Carmen Laforet	<ul style="list-style-type: none"> • Lista de los personajes • Hagan una lista de los temas que se exponen en la obra para la siguiente clase. • Lean Capítulos X-XVIII 	Capítulos I-IX
2/23	<i>Nada</i> 1951- Carmen Laforet	<ul style="list-style-type: none"> • Puntos importantes de la obra: <ul style="list-style-type: none"> - Argumento - Estructura - Temas - Narrador - Tiempo y Espacios - Forma y Estilo • Preguntas de lectura • Lean capítulos XIX-XXV 	Capítulos XI-XVIII
3/2	<i>Nada</i> 1951- Carmen Laforet	<ul style="list-style-type: none"> • Conclusiones • Repaso 	capítulos XIX-XXV

		Reflexión 2	
3/9	Mid-Term Exam Introducción a Ana María Matute de <i>Primera Memoria</i> 1960- Ana María Matute	1ª Ensayo Preguntas de lectura • El declive	
3/16	March 13-17, Mon.-Fri.		Spring Break. No classes
3/23	<i>Primera Memoria</i> 1960- Ana María Matute	<ul style="list-style-type: none"> • Entregar primer trabajo • Temas y Argumentos • Recursos Literarios • Temas claves de la obra • Preguntas de lectura • Lean La escuela del sol 	El Declive
3/30	<i>Primera Memoria</i> 1960- Ana María Matute	Tema del segundo Ensayo <ul style="list-style-type: none"> • Puntos importantes de la obra: <ul style="list-style-type: none"> - Argumento - Estructura - Temas - Narrador - Tiempo y Espacios - Forma y Estilo Preguntas de lectura Lean: La hoguera y el gallo blanco	<ul style="list-style-type: none"> • La escuela del sol
4/6	<i>Primera Memoria</i> 1960- Ana María Matute	<ul style="list-style-type: none"> • Conclusiones • Repaso • Lean <i>La hija del Caníbal</i> - novela policiaca 1-100 • preguntas Reflexión 3	La hoguera & el gallo blanco
4/13	<i>La hija del Caníbal</i> 1997- Rosa Montero	Lean <i>La hija del Caníbal</i> – novela 101-200 <ul style="list-style-type: none"> • Puntos importantes de la obra: <ul style="list-style-type: none"> - Argumento - Estructura - Temas - Narrador - Tiempo y Espacios - Forma y Estilo Preguntas de lectura	
4/20	<i>La hija del Caníbal</i> 1997- Rosa Montero	Lean <i>La hija del Caníbal</i> – novela	

		201-337 Pregunta	
4/27	<i>La hija del Canibal</i> 1997- Rosa Montero	Reflexión 4	
5/4	Presentaciones		
	Examen Final		