



Sul Ross State University

Course Syllabus-Fall 18 Spanish 3305 – Modern Drama

Instructor: Dr. Ana Sylvia Acevedo
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Office # : D-202 - Eagle Pass
Office hours: 9:30 – 11:30 a.m.
1:00 - 400 p.m.
Tuesday & Wednesday

and by appointment

Course Description:

Drama is one of the oldest forms of cultural expression, an art whose practices vary across time and place. This course is designed to familiarize the students with Spanish drama of the 19th and 20 centuries. The students will read representative work from the period, and discuss them in oral and written form. The emphasis in this course will be on the structural and thematic characteristic of the work to be read.

Course Texts:

Federico García Lorca (1914-1936) *La casa de Bernarda Alba* (Colección Letras Hispánicas) (Spanish Edition) (Spanish) 2nd Edition SBN-13: 978-8437622453 ISBN-10: 843762245X

Alejandro Casona (1903-1965) *La sirena varada. Los árboles mueren de pie* (1934) ISBN-10: 8467034025 / ISBN-13: 978-8467034028

Antonio Buero Vallejo (1916 -2000) *Historia de una escalera* (1949) ISBN-13: 978-0130679352

Miguel Mihura (1905- 1977) *Tres Sombreros de Copa* (Letras Hispánicas) (Spanish Edition) 1952 ISBN-13: 978-8437601793 / ISBN-10: 8437601797

Alfonso Sastre (1926-Madrid, España) *Escuadra hacia la muerte. La mordaza* (1953) ISBN-13: 978-8470391873 / ISBN-10: 8470391879

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.
- Become familiar with various literary genres of the Hispanic literature and acquire the tools for literary analysis.

- 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
- 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.

Program Learning Objectives: The student graduating with a degree in Spanish will:

PLO 1: demonstrate advanced level proficiency in reading Spanish.

PLO 2 - demonstrate advanced level of proficiency in writing Spanish

PLO 3 - demonstrate advanced level of proficiency in speaking Spanish

PLO 4: 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. Participation and Homework assignments (20 %) **Active and voluntary participation**
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. [SLOs 1-6]
2. Short Reflections on readings (15 %) There will be four (4) short essays or reflections about topics (300-500 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. The reflections will be evaluated for 1) the quality of the analysis of the text, 2) the organization, and 3) the quality of the language and grammar with which you write these short assignments. [SLOs 1-6]
3. 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. [SLOs 1-6]
4. 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.[SLOs 1-6]
5. Exams (30%) [SLOs 1-6] The exams 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. SLOs 1-6]
6. **Final Academic Essay- Research paper from 3-5 pages (10%):** You will complete a final project in this course. This project should further your learning and will correspond with the

topics/themes covered in the course combined with your personal research interest. [SLO 1-6]

*** Please do not hesitate to send me an e-mail 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

C: 70 – 79

F: 0 – 59

B: 80 – 89

D: 60 – 69

Attendance

Daily attendance is mandatory and essential for the course objectives. Each student is allowed two 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.

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

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: gbernandez2@sulross.edu

Del Rio:

Mr. Francisco Rodriguez Phone: 830-7034818 Email: frodriguez2@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>



**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.

"A heritage of service; a commitment to quality"

**Course Presentation Schedule
Spanish 3305**



Tentative schedule



Meet: Tuesday from 6:00-8:45 p.m.

Módulo	<u>Temas</u>	Tarea y preparación para la siguiente clase. Nota: la tarea se entrega vía Bb antes de la clase. Si la tarea no está a tiempo, entonces se reducirá 5 pts de participación.	<u>Discusión en clase</u> (La lectura se hace en CASA)
1 8/28	<ul style="list-style-type: none"> • Introducción <ul style="list-style-type: none"> - a la clase - a la historia del teatro española - marco histórico - a la generación del 27 • Federico García Lorca 	<ul style="list-style-type: none"> • Lean actos 1 y 2 para la próxima clase • Cuestionario • Mapa de personajes 	
2 9/4	<i>La casa de Bernardo de Alba</i> Federico García Lorca	<ul style="list-style-type: none"> • Lean acto III para la próxima clase • Entregar cuestionario antes de la clase 5:45 p.m. • Mapa semántico 	<i>La casa de Bernardo de Alba</i> Actos I y II Para la siguiente clase
3 9/11	<i>La casa de Bernardo de Alba</i> Federico García Lorca	<ul style="list-style-type: none"> • Lean acto 1 y 2 de Los árboles mueren de pie • Cuestionario • Mapa de personajes • Reflexión analítica 	<i>La casa de Bernardo de Alba</i> Acto III • Control de lectura conclusiones
4 9/18	Alejandro Casona (1903-1965) <i>Los árboles mueren de pie</i> (1934)	<ul style="list-style-type: none"> • Lean acto II para la próxima clase • Entregar cuestionario antes de la clase 5:45 p.m. • Mapa semántico • Control de lectura 	<i>Los árboles mueren de pie</i> Actos I y II • Control de lectura
5 9/25	Alejandro Casona (1903-1965) <i>Los árboles mueren de pie</i> (1934)	<ul style="list-style-type: none"> • Lean actos 1 y 2 para la próxima clase • Cuestionario • Mapa de personajes 	<i>Los árboles mueren de pie</i> Actos III conclusiones
6 10/2	Miguel Mihura (1905- 1977) <i>Tres Sombreros de Copa</i>	<ul style="list-style-type: none"> • Lean acto III para la próxima clase • Entregar cuestionario antes de la clase 5:45 p.m. • Mapa semántico • Reflexión analítica 	<i>Tres Sombreros de Copa</i> Actos I y II • Control de lectura

7 10/9	Miguel Mihura (1905- 1977) Tres Sombreros de Copa	Repaso y Estudian para el examen	<i>Tres Sombreros de Copa</i> Acto III
8 10/16	Repaso y Mid-term Exam Tema de trabajo final	<ul style="list-style-type: none"> • Lean actos 1 y 2 para la próxima clase • Cuestionario • Mapa de personajes 	
9 10/23	Antonio Buero Vallejo (1916 -2000) <i>Historia de una escalera</i> (1949)	<ul style="list-style-type: none"> • Lean acto III para la próxima clase • Entregar cuestionario antes de la clase 5:45 p.m. • Mapa semántico • Reflexión analítica 	<i>Historia de una escalera</i> Actos 1 y II
10 10/30	Antonio Buero Vallejo (1916 -2000) Historia de una escalera (1949)		<i>Historia de una escalera</i> Acto III Control
11 11/6	Antonio Buero Vallejo (1916 -2000) Historia de una escalera (1949)	<ul style="list-style-type: none"> • Lean actos 1 y 2 para la próxima clase • Cuestionario • Mapa de personajes 	<u>Historia de una escalera</u>
12 11/13	Alfonso Sastre (1926-Madrid, España) Escuadra hacia la muerte presentaciones		<i>Escuadra hacia la muerte</i>
13 11/20	Alfonso Sastre (1926-Madrid, España) Escuadra hacia la muerte. presentaciones	<ul style="list-style-type: none"> • Lean acto III para la próxima clase • Entregar cuestionario antes de la clase 5:45 p.m. • Mapa semántico • Reflexión analítica 	<i>Escuadra hacia la muerte</i>
14 11/27	Alfonso Sastre (1926-Madrid, España) Escuadra hacia la muerte. Presentaciones		<i>Escuadra hacia la muerte</i>
15 12/4	Presentaciones		
16	Final Exam December 11		