



**Sul Ross State University**  
**Course Syllabus-Summer I**  
**Spanish 3310 - Reading in Spanish**  
**Fall 18 - Teleconference Course**

---

Instructor: Dr. Ana Sylvia Acevedo  
E-Mail: asa15xt@sulross.edu

Office Phone: (830) 758-5031  
Office # : D-202  
Office hours: Tuesday & Wednesday  
9:30 – 11:30 a.m. and 1:00-4:00 p.m.  
By appointment

**Course Description:**

This course is a survey of Spanish Literature from the beginnings through the 18th century. Anthologized works representing the various genres and literary periods will be evaluated and discussed in both oral and written form.

**Addition Description:**

The main purpose of this course is to provide students with a panoramic view of the major writers and literary movements in Spain from its beginnings through the 19th. The students will gain an understanding of the major characteristics of Spain's literary movement, as well; they will discover why these movements emerged and how this phenomenon relates to other cultural and historical events of the time period.

**Course Text:**

Paredes-Méndez, Harpring, and Ballesteros (eds.) *Voces de España, 2ª ed.* Thomson-Heinle. ISBN #9781285053837

**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: demonstrate advanced level proficiency in reading Spanish.

PLO 2 - demonstrate advanced level of presidency in writing Spanish

PLO 3 - demonstrate advanced level of presidency 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 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

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](mailto:gbernandez2@sulross.edu)

### Del Rio:

Mr. Francisco Rodriguez                      Phone: 830-7034818                      Email: [frodriguez2@sulross.edu](mailto:frodriguez2@sulross.edu)

### Eagle Pass:

Mr. Juan Garza                      Phone 830-758-5010                      Email: [jgarza@sulross.edu](mailto: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 FOLLOWING RESOURCES:

### Lobo Technology Assistance Center 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.

## Course Presentation Schedule Spanish 3310



Tentative schedule




**Wednesday from 6:00-8:45 p.m.**

Tentative Schedule

\*\*\* The Instructor reserves the right to modify the course schedule, projects, essays, or readings if it becomes necessary to enhance the learning environment. \*\*\*

Módulo	<u>Temas</u>	Tarea y preparación para la siguiente clase. <i>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.</i>
1 8/29	Read Course Syllabus Inicios históricos de España Las Jarchas El cantar de Mío Cid XIII	Terminen de leer El cantar de Mío Cid Contesten el cuestionario – se entrega antes de la clase.
2 9/5	El cantar del Mío Cid download Blackboard	Contesten preguntas de análisis pp. 21, 36 y 40 se entrega antes de la clase Estudien para una pequeña prueba
3 9/12	Gonzalo de Berceo pp. 22-27 Juan Ruiz, Arciprespp.37-te de Hita PP. 28-36 Juan Manuel pp37-40	Contesten preguntas de análisis pp. 46, 55 y 69 se entrega antes de la clase
4 9/19	Los cancioneros pp. 41-46 Jorge Manrique pp. 47-55 España Imperial 57-64 Romances pp.65-69	Baja cuestionario se entrega antes de la clase Estudien para control de lectura
5 9/26	La Celestina pp. 70-89 Mirar la película completa Repaso para Examen Medio-Término <ul style="list-style-type: none"> <li>• Reflexión analítica # 1</li> <li>•</li> </ul>	Estudiar para Examen de Medio-Término Revisar temas para el trabajo escrito final
6 10/3	Mid-term Exam	Contesten cuestionario (download) se entrega antes de la clase
7 10/10	Garcilaso de la Vega pp. 90-94 La narrativa renacentista y la vida de Lazarillo de Tormes pdf. Contestar preguntas de compresión y de análisis	Contesten preguntas de análisis pp. 113, 120 y 124-5 se entrega antes de la clase
8 10/17	Fray Luis de León pp. 107-113 Santa Teresa de Jesús pp. 114-120 San de la Cruz pp. 121-125 <ul style="list-style-type: none"> <li>• Reflexión analítica # 2</li> <li>-----</li> <li>• _Control de lectura</li> </ul>	Contesten cuestionario (download) se entrega antes de la clase
9 10/24	Lope de Vega Fuente Ovejuna pp126-137 Mirar la película completa Download additional Reading	Contesten cuestionario (download) se entrega antes de la clase

10 10/31	Miguel de Cervantes El celoso extremeño pp 138-165 Control de lectura	Contesten preguntas de análisis pp. 177 y 183 se entrega antes de la clase
11 11/7	Luis de Gongora y Argote pp.171-177 Francisco de Quevedo pp.178-183  <ul style="list-style-type: none"> <li>• Reflexión analítica # 3</li> <li>• -----</li> <li>• Control de lectura</li> </ul>	Contesten preguntas de análisis pp. se entrega antes de la clase Reflexión analítica # 3
12 11/14	Los siglos XVIII y XIX El progreso hacia la modernidad El siglo XVIII p. 197-200 Fray Benito Jerónimo Feijoo pp. 201-208 José Cadalso	
13 11/21	 Happy Thanksgiving	Contesten preguntas de análisis pp. 275 se entrega antes de la clase
14 11/28	Leandro Fernández de Moratín pp. 222-275	
15 12/5	Presentaciones	
16	<b><u>Final Exam</u></b> <b><u>December 12</u></b>	