



Sul Ross State University
Course Syllabus
Spanish 3308
Reading in Spanish
Spring 2019 – Monday and Wednesday
4:30 - 5:45 p.m.

Instructor: Ana Sylvia Acevedo, Ph.D
E-mail: asa15xt@sulross.edu

Phone: (830) 758-5031
Office #: D-202
Office Hours: Tuesday - Wednesday
10:00 a.m. – 1:00 p.m.
2:00 p.m. -4:00 p.m.
or by appointment

Course Description:

This course will introduce you to a wide variety of different authors and types of stories, and will supply you with the basic tools of literary analysis. These tools will help you answer questions about how stories are made, how they affect readers, what qualities make good stories, and how to distinguish between different types of stories. You will learn how stories can be unique and powerful reflections of particular places in the world or moments in history, you will learn how to compare stories written at different times or in different cultures, and you will discover how literature has often been a space where the voiceless have a voice. In the course of your reading, you will become more aware of your own particular social, political, and cultural location, a process that will be aided by reflective and analytic writing. Your writing will help you become a more informed reader of stories, films, and other cultural productions, and ultimately an active participant in the discourses that surround us today.

Texts:

El cuento Arte y análisis by Edward H. Friendman



ISBN-13: 978-0130489302
Publisher : Pearson

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 Written Reflections on readings (20 %)

There will be four (4) short essays or reflections about one topic of a specific reading (500-600 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. [SLOs 1-6]

2. Participation and Homework assignments (20 %)

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. [SLOs 1-6]

3. Reading quizzes (20%)

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 special project. The presentation will be a summary of the research project of approximately 5 to 8 minute duration.

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.

*** 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 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**.

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.

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: ghernandez2@sulross.edu

Del Rio:

Mr. Francisco Rodríguez 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.

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.

Course Calendar

SPN 3308 Studies in Spanish
Teleconference Eagle Pass, Del Rio and Uvalde
Tuesday and Thursday
4:30 - 5:45 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)	Nota: la tarea se entrega vía Bb antes de la clase. Si la tarea no está a tiempo, entonces de reducirá 5 pts. de participación.
semana 1		
1/22 martes	-Introducción al curso -España – Miguel de Unamuno -“En mano de la cocinera”	Tarea para la próxima clase: Terminen de leer el cuento Contesten: I. comprensión de lectura 1-10 III. analizando el cuento Contesten utilizando oraciones completas del 1-10 VI. Compartiendo ideas Contesten utilizando oraciones completas del -1-5
1/24 jueves	“En mano de la cocinera”	Tarea para la próxima clase: Investiguen quien es Ana María Matute Lean consideraciones preliminares y Contesten las preguntas en la página 12 Primera lectura: “La conciencia”
semana 2		
1/29 martes	“La conciencia”	Tarea para la próxima clase: Segunda lectura Contesten: I. comprendiendo el lenguaje 2-20, solamente número pares pp. 8 III. analizando el cuento 1-15 solamente los nones, escriban oraciones completas. IV. compartido ideas 1 al 5. Estudien para control de lectura
1/31 jueves	“La conciencia”	Tarea para la próxima clase: Investiguen: quien es Reinaldo Arenas Lean: “con los ojos cerrados” Contesten: I. comprendiendo el lenguaje 1-5 pp. 52 IV. compartido ideas 1-7 pp. 54, escriban oraciones completas.
semana 3		
2/5 martes	presentación oral “con los ojos cerrados”	Tarea para la próxima clase: Investiguen: quien es Tomas Rivera Lean consideraciones preliminares y Contesten las preguntas en la página 70 Lean: “Zoo Island” pp. 71-77 Contesten: comprendiendo el lenguaje 1al 10 Preparasen para control de lectura

2/7 jueves	presentación oral "Zoo Island"	Tarea para la próxima clase: Segunda lectura: "Zoo Island" Contesten: I. comprendiendo el lenguaje 2-20, solamente número pares pp. 77-78 III. analizando el cuento 1-11 solamente los nones, escriban oraciones completas. IV. compartido ideas 1 al 6 pp 80. .
semana 4		
2/12 martes	"Zoo Island"	Tarea para la próxima clase: Bajar hoja de tarea de Bb – reflexión 1
2/14 jueves	Reflexión 1 – Black board	Tarea para la próxima clase: Estudien para el examen Escojan uno de los cuentos de abajo para presentarlo en clase.
semana 5		
2/19 martes	Examen 1 -"En mano de la cocinera" "La conciencia" "con los ojos cerrados" "Zoo Island"	Tarea para la próxima clase: Investiguen: quien es Gastón Suárez Lean: consideraciones preliminares y Contesten las preguntas en la página 82 Lean: "Los hermanos" pp. 83-87
2/21 jueves	presentación oral "Los hermanos"	Tarea para la próxima clase: Segunda lectura de "Los hermanos" Contesten: I. comprendiendo el lenguaje 2-14, solamente número pares pp. 88 III. analizando el cuento 1-15 solamente los nones, escriban oraciones completas. IV. compartido ideas 1 al 7 pp 90.
semana 6		
2/26 martes	"Los hermanos"	Tarea para la próxima clase: Investiguen: quien es Alfredo Bryce Echenique Lean: consideraciones preliminares y Contesten las preguntas en la página 92. Lean: "La madre, el hijo y el pintor" pp. 93-99
2/28 jueves	presentación oral "La madre, el hijo y el pintor"	Tarea para la próxima clase: Segunda lectura de "La madre, el hijo y el pintor" Contesten: I. comprendiendo el lenguaje 1-19 nones pp. 100-101 III. analizando el cuento 1-19 solamente los nones, escriban oraciones completas. IV. compartido ideas 1 al 5 pp. 102.
semana 7		
3/5 martes	"La madre, el hijo y el pintor"	Tarea para la próxima clase: Investiguen: quien es Gilda Holst Lean: consideraciones preliminares y Contesten las preguntas en la página 112 Lean: "El rescate" pp. 113-117 Contesten: Comprendiendo el lenguaje 1-20 todas pp. 118-119

3/7 jueves	presentación oral “El rescate”	Tarea para la próxima clase: Segunda lectura de “El rescate” Contesten: II. siguiendo el hilo 1-15 nones pp. 119 III. analizando el cuento 1-15 solamente los nones, escriban oraciones completas. IV. compartido ideas 1 al 6 pp. 120. Estudien para control de lectura
semana 8		
3/12 martes	“El rescate”	Tarea para la próxima clase: Bajar hoja de tarea de Bb – reflexión
3/14 jueves	Reflexion II Via Black board	Tarea para la próxima clase: Investiguen: quien es Silvina Ocampo Lean: consideraciones preliminares y Contesten las preguntas en la página 122 Lean: “El asco” pp. 113-117 Contesten: Comprendiendo el lenguaje 1-15 todas pp. 128-129
semana 9		
3/18-22	Spring Break. No classes	Spring Break. No classes
semana 10		
3/26 martes	presentación oral “El asco”	Tarea para la próxima clase: Segunda lectura de “El asco” Contesten: II. siguiendo el hilo 2-18 pares pp. 129 III. analizando el cuento 1-17 solamente los nones, escriban oraciones completas. IV. compartido ideas 1 al 5 pp. 120. Estudien para control de lectura
3/28 jueves	“El asco”	Tarea para la próxima clase: Investiguen: quien es Mario Benedetti Lean: consideraciones preliminares y Contesten las preguntas en la página 132 Lean: “Corazonada” pp. 134-138 Contesten: Comprendiendo el lenguaje 1-20 todas pp. 139-140
semana 11		
4/2 martes	presentación oral “Corazonada	Tarea para la próxima clase: Contesten: II. siguiendo el hilo 2-20 pares pp. 140 III. analizando el cuento 1-19 solamente los nones, escriban oraciones completas. Pp. 141 IV. compartido ideas 1 al 8 pp. 141
4/4 jueves	“Corazonada	Tarea para la próxima clase: Estudien para el examen # 2
semana 12		
4/9 martes	Examen II	Tarea para la próxima clase: Investiguen: quien es Rómulo Gallego

		<p>Lean: consideraciones preliminares y Contesten las preguntas en la página 166</p> <p>Lean: “El piano viejo” pp. 167-172</p> <p>Contesten: Comprendiendo el lenguaje 1-20 todas pp. 172-173</p>
4/11 jueves	presentación oral “El piano viejo”	<p>Tarea para la próxima clase:</p> <p>Contesten:</p> <p>II. siguiendo el hilo 2-14 pares pp. 174</p> <p>III. analizando el cuento 1-19 solamente los nones, escriban oraciones completas. Pp. 175</p> <p>IV. compartido ideas 1 al 5 pp. 175</p> <p>Estudien para control de lectura</p>
semana 13		
4/16 martes	“El piano viejo”	<p>Tarea para la próxima clase:</p> <p>Bajar hoja de tarea de Bb – reflexión</p>
4/18 jueves	Reflexión 3	<p>Tarea para la próxima clase:</p> <p>Investiguen: quien es Juan José Arreola</p> <p>Lean: consideraciones preliminares y Contesten las preguntas en la página 178</p> <p>Lean: “Un pacto con el diablo” pp. 179-186</p> <p>Contesten: Comprendiendo el lenguaje 1-20 todas pp. 187-188</p>
semana 14		
4/23 martes	presentación oral “Un pacto con el diablo”	<p>Tarea para la próxima clase:</p> <p>Contesten:</p> <p>II. siguiendo el hilo 2-12 pares pp. 188</p> <p>III. analizando el cuento 1-19 solamente los nones, escriban oraciones completas. pp. 188-189</p> <p>IV. compartido ideas 1 al 6 pp. 189</p>
4/25 jueves	“Un pacto con el diablo”	<p>Tarea para la próxima clase:</p> <p>Investiguen: quien es José Donoso</p> <p>Lean: consideraciones preliminares y Contesten las preguntas en la página 202</p> <p>Lean: “Una señora” pp. 203-209</p> <p>Contesten: Comprendiendo el lenguaje 1-20 todas pp. 187-188</p>
semana 15		
4/29 martes	presentación oral “Una señora”	<p>Tarea para la próxima clase:</p> <p>Bajar hoja de tarea de Bb – reflexión</p>
5/1 jueves	Reflexión 4	<p>Tarea para la próxima clase:</p> <p>Investiguen: quien es Rubén Darío</p> <p>Lean: consideraciones preliminares y Contesten las preguntas en la página 252</p> <p>Lean: “Mi tía Rosa” pp. 254-260</p> <p>Contesten: Comprendiendo el lenguaje 1-20 todas pp. 260-261</p> <p>Estudien para control de lectura</p>
semana 16		
5/7 martes	presentación oral “Mi tía Rosa”	<p>Tarea para la próxima clase:</p> <p>Contesten:</p> <p>II. siguiendo el hilo 2-20 pares pp. 261-62</p>

		III. analizando el cuento 1-17 solamente los nones, escriban oraciones completas. pp. 262-63 IV. compartido ideas 1 al 6 pp. 263
5/8 jueves	“Mi tía Rosa”	Tarea para la próxima clase: Estudiar para el examen final
5/14	Examen Final	