



Sul Ross State University
Course Syllabus
SPAN 4311 – Reading in Spanish American Literature II
Spring 2019

Instructor: Dr. Ana Sylvia Acevedo, Ph.D.
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Office Phone: (830) 758-5031
Office D-202
Office hour: Monday and Wednesday
10:00 a.m. – 1:00 p.m.
2:00 p.m. – 4:00 p.m.
or by appointment

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:

Chang-Rodriguez, R. and Filer, M. (eds.) *Voces de hispanoamérica, 4th ed.*
Boston: Cengage Learning. ISBN: 9781111837921

BE SURE YOU ORDER THE 4TH EDITION! EARLIER EDITIONS WILL NOT BE USABLE.

OBJECTIVES:

The 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.
- 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.

Assessment:

The expected learning outcome for this course will be evaluated 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 (600-1000 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 8 to 10 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

POLICIES:

Since this course will be delivered over the Internet, there is no class meeting time as such. All assignments and discussions will take place via the Blackboard course page indicated above. Further instructions can be found on this page once you have logged on.

Other essential information on course procedures can be found on subsequent pages of this syllabus. The student is responsible for all information contained in this syllabus, and that which is available on the course web site.

All written work, including discussions and exams, is to be done individually, without assistance from or collaboration with others. The University's policy on Academic Honesty, as published in the Student Handbook, will be strictly adhered to in this course.

Distance Education Statement:

Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

NOTE: ALL TECHNICAL QUESTIONS SHOULD BE DIRECTED TO ONE OF THE RGC TECHNICAL SUPPORT STAFF MEMBERS BELOW.

Uvalde:

Mr. George Hernández phone: 830-279-3045 Email: gbernandez2@sulross.edu

Del Rio:

Mr. Francisco Rodríguez phone 830-703-4818 Email: frodriguez2@sulross.edu

Eagle Pass:

Mr. Juan Garza phone 830-758-5010 Email: jgarza8@sulross.edu

If a technician is not available, call the SRSU Central Help Desk at 1.888.691.5071 This is a toll-free number



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 for SPN 4311
Wednesday 6:00-8:45 p.m.

 **TENTATIVE SCHEDULE** 

Módulos Semanales	Temas	Tarea y preparación para la siguiente clase. (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.
1 23 de enero	Introducción a la clase La Revolución Mexicana; posmodernismo y vanguardia pp. 284-295 Cuento: Horacio Quiroga pp. 297- 301	<ul style="list-style-type: none"> • Handout- Bb • Preguntas generales y de análisis pp. 302 • Pregunta de tipo ensayo- e- investigación (50 palabras mínimo) Selecciona 1 de las siguientes: <ol style="list-style-type: none"> 1. ¿Cuál es la importancia de la naturaleza en el cuento? 2. ¿Qué relación tiene la vida del escritor con el cuento? 3. ¿hagan un análisis del psique del protagonista?
2 30 de enero	Horacio Quiroga	Lean: Alfonso Reyes pp.318-321 Jorge Luis Borges pp. 358-66 Contesten: Preguntas generales y de análisis pp. 322 y 366-7 <ul style="list-style-type: none"> • Pregunta de tipo ensayo- e- investigación (50 palabras mínimo) Selecciona 1 de las siguientes: <ol style="list-style-type: none"> 1. Explique las imágenes de unidad y disgregación del continente americano en el ensayo de Alfonso Reyes. 2. Explique el contexto histórico en el cuento de JL Borges. 3. ¿Cómo se refleja la violencia, el coraje y la traición en el cuento de JL Borges? Estudien: control de lectura
3 6 de febrero	Alfonso Reyes Jorge Luis Borges	Lean: Miguel Ángel Asturias pp. pp. 368-374 Juan Rulfo pp. 406-411 Contesten: Preguntas generales y de análisis pp 374 & 411 <ul style="list-style-type: none"> • Pregunta de tipo ensayo- e- investigación (60 palabras mínimo) Selecciona 1 de las siguientes: <ol style="list-style-type: none"> 1. ¿Cómo se exhibe el mito y la realidad social en la obra de Asturias? 2. ¿cuál y cómo se exhibe la influencia del surrealismo en el cuento de Asturias? 3. Hagan un análisis crítico de la Revolución Mexicana en el cuento de J Rulfo. 4. Hagan una comparación del estilo de los cuentos de MA Asturias y J. Rulfo.
4 13 de febrero	Miguel Ángel Asturias Juan Rulfo	Reflexión analítica 1– bajar handout Estudien: control de lectura - vía Bb

5 20 de febrero	Reflexión analítica Control de lectura vía Bb	Lean: Delmira Agustina pp. 312-316 Gabriela Mistral pp. 323-330 Alfonsina Storni pp. 331-335 Contesten: Bajar la hoja de preguntas de Bb. Estudien: control de lectura
6 27 de febrero	Presentación oral La Poesía: Delmira Agustina Gabriela Mistral Alfonsina Storni	Vicente Huidobro pp. 343-350 Nicolás Guillén pp. 375-383 Pablo Neruda pp. 396-405 Mario Benedetti download Contesten: Bajar la hoja de preguntas de Bb.
7 6 de marzo	Presentación oral Vicente Huidobro Nicolás Guillén Pablo Neruda Mario Benedetti	Estudiar para Examen 1 Reflexión analítica 2
8 13 de marzo	Examen I	Rosario Castellanos Carlos Fuentes –Chac Mool pp. 466-474
9 20 de marzo	Spring Break	Spring Break
10 27 de marzo	Presentación oral Rosario Castellanos Carlos Fuentes –Chac Mool pp. 466-474	Lean: Elena Poniatowska pp. 484-489 Luisa Valenzuela pp.532-536 Contesten: Bajar la hoja de preguntas de Bb. Reflexión analítica 3 Estudien: control de lectura
11 3 de abril	Presentación oral Elena Poniatowska Luisa Valenzuela	Lean: Octavio Paz pp. 429 Mario Vargas Llosas pp. 491-505 Contesten: Bajar la hoja de preguntas de Bb.
12 10 de abril	Presentación oral Octavio Paz Mario Vargas Llosas	Carlos Monsiváis pp.538-545 Contesten: Bajar la hoja de preguntas de Bb. Estudien: control de lectura
13 17 de abril	Presentación oral Carlos Monsiváis	Rosario Ferrer pp. 547-552 Contesten: Bajar la hoja de preguntas de Bb.
14 24 de abril	Presentación oral Rosario Ferrer	Carmen Boullosa pp. 596 Reflexión analítica 4 Contesten: Bajar la hoja de preguntas de Bb.

15 1 de mayo	Presentación oral Carmen Boullosa	Estudiar para el examen 2
16 8 de mayo	Examen 2	