



Sul Ross State University

Course Syllabus-Spring 2020 Spanish 4303 – The Spanish American Novel Wednesday 6:00 p.m. – 8:45 p.m.

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

Office Phone: (830) 758-5031
Office # : D-202 - Eagle Pass
Office hours: M-W
Tuesday: 2:00 - 6:00 p.m.
Wednesday: 1:00 - 5:00 p.m.
or by appointment

Course Description:

The purpose of this course is to introduce the student to the modern novel in Spanish America through an in-depth study of representative works, their authors, and the pertinent literary criticism of the novels. This course will follow a lecture format with adequate attention given to online discussions of the works to be read.

Course Texts:

Ernesto Sábato (1911-2011)

El túnel (1948)

ISBN-13: 978-8432216428 / ISBN-10: 8432216429

Ángeles Mastretta (1949-)

Arrancame La Vida (1998)

ISBN: 9780375701993

Carmen Boullosa (1954-)

Antes (1999)

ISBN-10: 9707100338 / ISBN-13: 978-9707100336

Expected Learning Outcomes:

In this course, 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.

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 presidency in writing Spanish

PLO 3 - The student will demonstrate advanced level of presidency in speaking Spanish

PLO 4 - The student will demonstrate awareness and understanding of the cultural characteristics of the Spanish speaking world.

MARKETABLE SKILLS

- Students will communicate effectively and exhibit competence for speaking, writing, reading and listening in Spanish.
- Students will use analytical skills for gathering and analyzing information in order to weigh values and assess needs.
- Students will appreciate cultural differences and understand cross-cultural communication

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 (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. [SLOs 1-6]
2. 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]
3. Written Analytical 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. [SLOs 1-6]
4. Academic Essays & Bibliography MLA Style (10 %)¹

¹ MLA Style 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.

The students will write a final research paper, that demonstrate an advanced knowledge of the use of language and literary criticism. The length of this essay should be from 4-5 pages double space and saved in word document. The instructor will provide guidelines and evaluation rubric. [SLOs 1-6]

- 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.
5. Oral presentations (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]
 6. 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 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

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. 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 decide 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

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/>

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. Creighton Nope Phone: 830-7034818 Email: creighton.nope-iii@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:

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>

BLACKBOARD HELP

Mon-Fri 9:00 am - 6:00 pm

Tim Parsons:
tim.parsons @sulross.edu
432-837-8525

Estella Vega:
estellav @sulross.edu
432-837-8247



**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"

Spanish 4303 – The Spanish American Novel
Eagle Pass
Wednesday 6:00 p.m. – 8:45 p.m.

 **TENTATIVE SCHEDULE** 

Fechas	<u>Tema</u>	Tarea y preparación para la siguiente clase.	<u>Discusión en clase de los siguientes capítulos (La lectura se hace en CASA)</u>
1/15	<ul style="list-style-type: none"> • Introducción al curso • Teoría literaria • Las características de la literatura • Introducción a la novela El túnel 	Lean <i>El túnel</i> capítulos I-XIV pp. 7-61 Cuestionario semanal	
1/22	<i>El túnel</i>	<ul style="list-style-type: none"> • Contexto histórico • Temas y argumentos • Recurso Literario • La crítica literaria Lean <i>El túnel</i> capítulos XV-XXV pp. 62-108 <ul style="list-style-type: none"> • Cuestionario semanal • <u>Preparese para RF 1</u> • <u>Control de lectura</u> 	<i>El túnel</i> capítulos I-XIV
1/29	<i>El túnel</i>	<ul style="list-style-type: none"> • Temas y Argumentos • Recursos Literarios • Temas claves en la obra • Lean <i>El túnel</i> capítulos XXV-XXXIX pp. 109-155 • Cuestionario semanal • <u>Control de lectura</u> 	<i>El túnel</i> capítulos XV-XXV 1ª Reflexión en clase
2/5	<i>El túnel</i>	<ul style="list-style-type: none"> • Pensar en temas para su ensayo académico • Cuestionario semanal • <u>Estudien para el examen</u> 	<i>El túnel</i> XXV-XXXIX
2/12	<u>Repaso y Examen I</u>	Lean <i>Arráncame la vida</i> Cpts. 1-VI pp. 9-88 <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. • Cuestionario semanal • 	<u>Reflexión en clase</u>
2/19	<i>Arráncame la vida</i>	Lean <i>Arráncame la vida</i> <ul style="list-style-type: none"> • Cpts. VII-XIII pp. 89-162 • Cuestionario semanal • <u>Reflexión 2</u> • <u>Control de lectura</u> 	<i>Arráncame la vida</i> Cpts. 1-VI

2/26	<i>Arráncame la vida</i>	<ul style="list-style-type: none"> • Lean <i>Arrancame La Vida</i> Cpts. XIV-XIX pp. 163-240 • Cuestionario semanal Control de lectura	<i>Arráncame la vida</i> Cpts. VII-XIII
3/4	<i>Arráncame la vida</i>	Lean <i>Arráncame la vida</i> Cpts. XX-XXVI pp. <ul style="list-style-type: none"> • Cuestionario semanal • Entrega de primer borrador 	<i>Arráncame la vida</i> Cpts. XIV-XIX
3/11	<i>Spring Break. No classes</i>	<i>Spring Break. No Classes</i>	<i>Spring Break. No Classes</i>
3/18	<i>Arráncame la vida</i> Repaso	<u>Estudien para examen # 2</u>	<i>Arráncame la vida</i> Cpts. XX-XXVI
3/25	<u>Examen II</u> <i>Antes</i> (1999)	<ul style="list-style-type: none"> • Lean <i>Antes de Carmen Bouldosa epígrafe y Cpts. I-V pp. 11-60</i> • Cuestionario semanal 	
4/1	<i>Antes</i> (1999)	<ul style="list-style-type: none"> • Lean <i>Antes de Carmen Bouldosa Cpts. VI-X pp. 61-114</i> • Cuestionario semanal • <u>Control de lectura</u> • <u>Reflexión</u> 	<i>Antes de Carmen Bouldosa epígrafe y Cpts. I-V</i>
4/8	<i>Antes</i> (1999)	<ul style="list-style-type: none"> • Lean <i>Antes de Carmen Bouldosa Cpts. XI-XVI pp. 115-162</i> • Cuestionario semanal • <u>Entrega del ensayo final</u> 	<i>Antes de Carmen Bouldosa Cpts. VI-X</i>
4/15	<i>Antes</i> (1999) <u>Presentaciones</u>	<u>Estudien</u>	
4/22	<u>Presentaciones y repaso</u>		
4/29	<u>Examen Final (examen III)</u>	<u>De 6 a 9 p.m.</u>	

How to write accents (in Word, email, & elsewhere)

On a PC, if you have a keyboard with a number pad to the right (see below for help with PC laptops)

First, make sure that the "Num Lock" key is selected (a light should come on at the top right of the keyboard to indicate that it is on)

Once "Num Lock" is on, you can insert special characters using the ALT key and various codes on the right number pad. For each special character, you hold down the ALT key and then key in the 3-digit code. You must use the right number pad to key in the code; this is why this system doesn't work with laptops.

The codes for the most common Spanish characters are:

alt+130 = é	alt+160 = á	alt+161 = í	alt+162 = ó	alt+163 = ú
alt+164 = ñ	alt+165 = Ñ	alt+168 = ç	alt+173 = ÿ	alt+129 = ü

Using these codes, you can insert these special characters into blog entries and emails as well as in word processing programs. Note that typing alt plus these codes inserts the entire character; you don't have to type the letter separately.

On a Mac (this should work for both desktops & laptops)

This system uses the ALT/OPTION key on the Mac keyboard (between the Control & Apple keys).

To add an accent over a letter, press the alt/option key and then the "e" key on the regular keyboard, and then the letter you want the accent to fall on. To write **í**, for example, you would press **alt/option**, then **e**, then **i**.

To add a tilde (~) over a letter, press the alt/option key and then the "n" key on the regular keyboard, and then the letter you want the tilde to fall on. To write **ñ**, you would press **alt/option**, then **n**, then **n** again.