



Sul Ross State University
Course Syllabus
Spanish 3308
Reading in Spanish
Fall2021 – Tuesday and Thursday
9:30- 10:45 a.m.

Instructor: Ana Sylvia Acevedo, Ph.D
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Phone: 9564518073
Office #: MAB 103
Office Hours: Tuesday - Wednesday
8:00 a.m. – 9:15 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 affects 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.

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartze, M. Ed., L.P.C., in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8691. E-mail: mschwartz@sulross.edu.

Student Contributions

1. Each student will spend at least 5 hours preparing for this class.
2. Attendance and participation are very important in this class.

DISTANCE EDUCATION STATEMENT:

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Course Calendar

SPN 3308 Studies in Spanish

Tuesday and Thursday

9:30 - 10:45 a.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.
Weekly modules		
Module 1 8/23-27	-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
	“En mano de la cocinera”	Tarea para la próxima clase: Investiguen quién es Ana María Matute Lean consideraciones preliminares Contesten las preguntas en la página 12 Primera lectura: “La conciencia” I. comprendiendo el lenguaje 2-20, solamente número pares pp. 20
Week 2 8/30-9/3		
martes	“La conciencia”	Tarea para la próxima clase: Segunda lectura Contesten: II. Siguiendo el hilo pp. 21 III. analizando el cuento 1-11 solamente los nones, escriban oraciones completas. IV. compartiendo ideas 1 al 6. Estudien para control de lectura
jueves	“La conciencia”	Tarea para la próxima clase: Investiguen: quién es Reinaldo Arenas p.45 Lean: “con los ojos cerrados” Contesten: I. comprendiendo el lenguaje 1-15 pp. 52 IV. compartiendo ideas 1-7 pp. 54, escriban oraciones completas.
Week 3 9/7-10		
martes	“con los ojos cerrados”	Tarea para la próxima clase: Investiguen: quién es Tomas Rivera p.69 Lean consideraciones preliminares y Contesten las preguntas en la página 70 Lean: “Zoo Island” pp. 71-77 Contesten: I. comprendiendo el lenguaje 2 al 20 pares

		Preparasen para control de lectura
jueves	presentación oral “Zoo Island”	Tarea para la próxima clase: Segunda lectura: “Zoo Island” Contesten: II. siguiendo el hilo 2 al 20 pares p. 78-9 III. analizando el cuento 1-11 solamente los nones, escriban oraciones completas. IV. compartiendo ideas 1 al 6 pp 80.
Week 4 9/13-17		
martes	“Zoo Island”	Tarea para la próxima clase: Bajar hoja de tarea de Bb – reflexión 1
jueves	Reflexión 1 – Black board	Tarea para la próxima clase: Estudien para el examen
Week 5 9/20-24		
martes	Examen 1 -“En mano de la cocinera” “La conciencia” “con los ojos cerrados” “Zoo Island”	Tarea para la próxima clase: Investiguen: quién es Gastón Suárez Lean: consideraciones preliminares Contesten las preguntas en la página 82 I. comprendiendo el lenguaje 2-14, solamente números pares pp. 88
jueves	“Los hermanos”	Tarea para la próxima clase: Segunda lectura de “Los hermanos” Contesten: II. siguiendo el hilo 2-12, solamente número pares pp. 88-9 III. analizando el cuento 1-15 solamente los nones, escriban oraciones completas. IV. compartiendo ideas 1 al 7 pp. 90.
Week 6 9/27-10/1		
martes	“Los hermanos”	Tarea para la próxima clase: Investiguen: quién es Alfredo Bryce Echenique Lean: consideraciones preliminares Contesten las preguntas en la página 92. I. comprendiendo el lenguaje 1-19 nones pp. 100-101
jueves	“La madre, el hijo y el pintor”	Tarea para la próxima clase: Segunda lectura de “La madre, el hijo y el pintor” Contesten: II. siguiendo el hilo 2-12, solamente número pares pp. 101 III. analizando el cuento 1-19 solamente los nones, escriban oraciones completas. IV. compartiendo ideas 1 al 5 pp. 102.
Week 7 10/4-8		
martes	“La madre, el hijo y el pintor”	Tarea para la próxima clase: Investiguen: quién es Gilda Holst Lean: consideraciones preliminares

		Contesten las preguntas en la página 112 Comprendiendo el lenguaje 1-19 nones pp. 118-119
jueves	“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. compartiendo ideas 1 al 6 pp. 120. Estudien para control de lectura
Week 8 10/11-15		
martes	“El rescate”	Tarea para la próxima clase: Bajar hoja de tarea de Bb – reflexión
jueves	Reflexion II Via Black board	Tarea para la próxima clase: Investiguen: quién es Silvina Ocampo Lean: consideraciones preliminares Contesten las preguntas en la página 122 Lean: “El asco” pp. 113-117 Contesten: Comprendiendo el lenguaje 1-15 todas pp. 128-129
Week 9 10/18-22		
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. compartiendo ideas 1 al 5 pp. 120. Estudien para control de lectura
jueves	“El asco”	Tarea para la próxima clase: Investiguen: quién 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
Week 10 10/25-29		
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 V. compartiendo ideas 1 al 8 pp. 141
jueves	“Corazonada”	Tarea para la próxima clase: Estudien para el examen # 2

Week 11 11/1-5		
martes	Examen II	<p>Tarea para la próxima clase:</p> <p>Investiguen: quien es Rómulo Gallego</p> <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>
jueves	“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. compartiendo ideas 1 al 5 pp. 175</p> <p>Estudien para control de lectura</p>
Week 12 11/8-12		
martes	“El piano viejo”	<p>Tarea para la próxima clase:</p> <p>Bajar hoja de tarea de Bb – reflexión</p>
jueves	Reflexión 3	<p>Tarea para la próxima clase:</p> <p>Investiguen: quién 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>
Week 13 11/15-19		
martes	“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. compartiendo ideas 1 al 6 pp. 189</p>
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>
Week 14 11/22-23		
martes	“Una señora”	<p>Tarea para la próxima clase:</p> <p>Bajar hoja de tarea de Bb – reflexión</p>
jueves	Holiday No classes	<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:</p>

		Comprendiendo el lenguaje 1-20 todas pp. 260-261 Estudien para control de lectura
Week 15 11/29-12/1		
Martes	“Mi tía Rosa”	Tarea para la próxima clase: Contesten: II. siguiendo el hilo 2-20 pares pp. 261-62 III. analizando el cuento 1-17 solamente los nones, escriban oraciones completas. pp. 262-63 IV. compartiendo ideas 1 al 6 pp. 263
jueves	“Mi tía Rosa”	Tarea para la próxima clase: Estudiar para el examen final
Week 16	Examen III	