



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

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

**Phone:** 9564518073  
**Office #:** MAB 103  
**Office Hours:** Monday - Wednesday  
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. Friedman



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 advanced understanding of the geographical features of Spain, and how regional geography influenced historical developments.
- 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.

- 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 (25 %)

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 (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 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](mailto: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

 **TENTATIVE SCHEDULE** 

<b>Fechas</b>	<b>Tema</b> Discusión en clase de los siguientes capítulos (La lectura se hace en CASA)	Tarea y preparación para la siguiente clase.
Weekly modules		
<b>Week 1</b> 1/10-14	-Introducción al curso -España – Miguel de Unamuno -“En mano de la cocinera”	
	“En mano de la cocinera”	<b>Tarea para la próxima clase:</b> <b>Investiguen</b> quién es Ana María Matute <b>Lean</b> consideraciones preliminares <b>Contesten</b> cuestionario
<b>Week 2</b> 1/18-21		
	“La conciencia”	<b>Tarea para la próxima clase:</b> <b>Investiguen:</b> quién es Reinaldo Arenas p.45 <b>Lean:</b> “con los ojos cerrados” <b>Contesten:</b> cuestionario
<b>Week 3</b> 1/24-28		
	“con los ojos cerrados”	<b>Tarea para la próxima clase:</b> <b>Investiguen:</b> quién es Tomas Rivera p.69 <b>Lean:</b> “Zoo Island” pp. 71-77 <b>Contesten:</b> cuestionario <b>Preparasen</b> para <a href="#">control de lectura</a>
<b>Week 4</b> 1/31 2/1-4		
	“Zoo Island”	Tarea para la próxima clase: Bajar hoja de tarea de Bb – reflexión 1
	<b>Reflexión 1 – Black board</b>	Tarea para la próxima clase: Estudien para el examen
<b>Week 5</b> 2/7-11		
	Examen 1 -“En mano de la cocinera” “La conciencia” “con los ojos cerrados” “Zoo Island”	<b>Tarea para la próxima clase:</b> <b>Investiguen:</b> quién es Gastón Suárez <b>Lean:</b> consideraciones preliminares <b>Contesten</b> cuestionario
<b>Week 6</b>		

<b>2/14-18</b>		
martes	“Los hermanos”	Tarea para la próxima clase: <b>Investiguen:</b> quién es Alfredo Bryce Echenique <b>Lean:</b> el cuento <b>Contesten</b> cuestionario
Week 7 <b>2/21/25</b>		
	“La madre, el hijo y el pintor”	Tarea para la próxima clase: <b>Investiguen:</b> quién es Gilda Holst <b>Lean:</b> consideraciones preliminares <b>Contesten</b> cuestionario
Week 8 <b>2/28-3-4</b>		
	“El rescate”	Bajar hoja de tarea de Bb – reflexión
	<b>Reflexion II</b> Via Black board	Tarea para la próxima clase: <b>Investiguen:</b> quién es Silvina Ocampo cuestionario
Week 9 <b>3/7-11</b>	<b>Spring break</b>	<b>Spring break – No classes</b>
Week 10 3/14-18		
	“El asco”	Tarea para la próxima clase: <b>Investiguen:</b> quién es Mario Benedetti <b>Lean:</b> consideraciones preliminares y <b>Contesten</b> las preguntas en la página 132 <b>Lean:</b> “Corazonada” pp. 134-138 Contesten: Comprendiendo el lenguaje 1-20 todas pp. 139-140
<b>Week 11</b> <b>3/21-25</b>		
	“Corazonada	Tarea para la próxima clase: Estudien para el examen # 2
Week 12 <b>3/28-31</b> <b>4/1</b>		
	<b>Examen II</b>	Tarea para la próxima clase: <b>Investiguen:</b> quien es Rómulo Gallego <b>Lean:</b> consideraciones preliminares y <b>Contesten</b> las preguntas en la página 166 <b>Lean:</b> “El piano viejo” pp. 167-172 Contesten: cuestionario
	“	IV. compartiendo ideas 1 al 5 pp. 175 <b>Estudien</b> para <b>control de lectura</b>
Week 13 <b>4/4-8</b>		
	“El piano viejo”	Tarea para la próxima clase: Bajar hoja de tarea de Bb – reflexión
	<b>Reflexión 3</b>	Tarea para la próxima clase: <b>Investiguen:</b> quién es Juan José Arreola <b>Lean:</b> “Un pacto con el diablo” pp. 179-186

		Contesten: cuestionario
<b>Week 14</b> 4/11-14		
	“Un pacto con el diablo”	Tarea para la próxima clase: <b>Investiguen:</b> quien es José Donoso <b>Lean:</b> consideraciones preliminares y <b>Contesten</b> las preguntas en la página 202 <b>Lean:</b> “Una señora” pp. 203-209 Contesten: cuestionario
<b>Week 15</b> 4/18-22		
	“Una señora”	Tarea para la próxima clase: Bajar hoja de tarea de Bb – reflexión
		Tarea para la próxima clase: <b>Investiguen:</b> quien es Rubén Darío <b>Lean:</b> “Mi tía Rosa” pp. 254-260 Contesten: cuestionario <b>Estudien</b> para <a href="#">control de lectura</a>
<b>Week 16</b> 4/25-29		
	“Mi tía Rosa”	
		Tarea para la próxima clase: Estudiar para el examen final
<b>Week 16</b>	<b>Examen III</b>	5/2/2022