



Sul Ross State University

Course Syllabus-Spring 2022
SPAN_4306: Z01_Modern Drama
03/14/2022 - 05/04/2022
Monday and Wednesday
9:30-10:45

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

Office Phone: (956) 451-8073
Virtual Office -Blackboard Collaborate Ultra
Office hour: Monday - Wednesday
10:00 a.m. – 12:00 p.m.
2:00 p.m. -4:00 p.m. or by appointment

Course Description:

Drama is one of the oldest forms of cultural expression, an art whose practices vary across time and place. This course is designed to familiarize the students with Spanish drama of the 19th and 20th centuries. The students will read representative work from the period, and discuss them in oral and written form. The emphasis in this course will be on the structural and thematic characteristic of the work to be read.

Course Texts:

Federico García Lorca (1914-1936) *La casa de Bernarda Alba* PDF.

Alejandro Casona (1903-1965) *La sirena varada. Los árboles mueren de pie* (1934)
ISBN-10: 8467034025 /ISBN-13: 978-8467034028

Antonio Buero Vallejo (1916 -2000) *Historia de una escalera* (1949)
ISBN-13: 978-013067935

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.

Program Learning Objectives: The student graduating with a degree in Spanish will:

PLO 1: demonstrate advanced level proficiency in reading Spanish.

PLO 2 - demonstrate advanced level of presidency in writing Spanish

PLO 3 - demonstrate advanced level of presidency in speaking Spanish

PLO 4: 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. Participation and Homework assignments (20 %) **Active and voluntary participation**
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. Short Reflections on readings (25%) There will be four (4) short essays or reflections about topics (300-500 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. The reflections will be evaluated for 1) the quality of the analysis of the text, 2) the organization, and 3) the quality of the language and grammar with which you write these short assignments. [SLOs 1-6]
3. Reading quizzes (25%) The reading quizzes to verify that the students are doing the assigned readings. [SLOs 1-6]
4. 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. SLOs 1-6]

*** 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

C: 70 – 79

F: 0 – 59

B: 80 – 89

D: 60 – 69

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 decided 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 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.

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 Schwartz, 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.

Semana	Temas
<u>1</u>	<ul style="list-style-type: none"> • • Introducción - a la clase - a la historia del teatro española - marco histórico - a la generación del 27 • Federico García Lorca
<u>2</u>	<ul style="list-style-type: none"> • <i>La casa de Bernardo de Alba</i> • Federico García Lorca
<u>3</u>	<ul style="list-style-type: none"> • La casa de Bernardo de Alba • Federico García Lorca
<u>4</u>	<ul style="list-style-type: none"> • Alejandro Casona (1903-1965) • Los árboles mueren de pie (1934)
<u>5</u>	<ul style="list-style-type: none"> • Alejandro Casona (1903-1965) • Los árboles mueren de pie (1934)
<u>6</u>	<ul style="list-style-type: none"> • Antonio Buero Vallejo (1916 -2000) • Historia de una escalera (1949)
<u>7</u>	<ul style="list-style-type: none"> • Antonio Buero Vallejo (1916 -2000) • Historia de una escalera (1949)
<u>8</u>	<ul style="list-style-type: none"> • Antonio Buero Vallejo (1916 -2000) • Historia de una escalera (1949)