



Sul Ross State University
Course Syllabus
SPAN 4311 – Reading in Spanish American Literature II
Spring 2022

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

Office Phone: 956-451-8073
Office # : MAB 103
Office hours:
Monday and Wednesday
10:00-11:50 a.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 discussion 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 (25 %)

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 (5%) 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.

ACADEMIC INTEGRITY: Academic dishonesty hurts everyone and reduces the value of college degrees. Doing someone else's work, presenting the ideas and work of others as your own, submitting the same paper for multiple classes, and/or failing to cite your sources when you utilize the ideas of others, are all examples of academic dishonesty. It is your responsibility to read and understand the university's policy on academic dishonesty in the SRSU Student Handbook, as all violations will be taken seriously and handled through the appropriate university process. The Student Handbook can be found at: <https://www.sulross.edu/catalog/undergraduate-academic-regulations-2/#1605412215143-c8b265dc-3e01>

DISABILITIES AND COUNSELING SERVICES

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 Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-171, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8203.

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 FOLLOWING RESOURCES:

LoboTechnologyAssistanceCenter Support Staff

Course Calendar for SPN 4311 Hybrid Course
Monday and Wednesday 11:00 -11:50 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.
Week 1 1/10-14	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?
Week 2 01/18/21	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
Week 3 01/24-28	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.
Week 4 01/31- 2/4	Miguel Ángel Asturias Juan Rulfo	Reflexión analítica 1– bajar handout Estudien: control de lectura - vía Bb

Week 5 02/7-11	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
Week 6 02/14-18	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.
Week 7 02/21-25	Presentación oral Vicente Huidobro Nicolás Guillén Pablo Neruda Mario Benedetti	Estudiar para Examen 1 Reflexión analítica 2
Week 8 02-28 03-4	Examen I	Rosario Castellanos Carlos Fuentes –Chac Mool pp. 466-474
Week 9 03/7-11	Spring Break	Spring Break
Week 10 03/14-18	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
Week 11 03/21-25	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.
Week 12 03/28-31 04/01	Octavio Paz Mario Vargas Llosas	Carlos Monsiváis pp.538-545 Contesten: Bajar la hoja de preguntas de Bb. Estudien: control de lectura
Week 13 04/4-8	Carlos Monsiváis	Rosario Ferrer pp. 547-552 Contesten: Bajar la hoja de preguntas de Bb.
Week 14 04/11-14	Rosario Ferrer	Carmen Boullosa pp. 596 Reflexión analítica 4 Contesten:

		Bajar la hoja de preguntas de Bb.
Week 15 04/18-22	Carmen Boullosa	Estudiar para el examen 2
Week 16 04/25-29	Examen 2	