



Profesora: Ilda N. González

Semestre: primavera del 2023

Teléfonos: 432.837.8097 y 432.940.2356

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Horas de oficina: lunes: 11:30 a la 1:00 de la tarde, y 2:30 a las 4:00 de la tarde. Martes y jueves – **por internet** de las 2:00 a 3:00 de la tarde. **También por cita.**

Sul Ross State University

Course Syllabus – Web-delivered Course SPAN 4310 – Spanish American Literature I

Course Description:

This course is the first half of a survey course in Spanish American Literature. Students will read and analyze different selections by writers who are representative of their time and literary styles, from its beginning through the 19th century. The student will be responsible for reading selections and discussion them in written form.

Course Text:

Suggested: Chang-Rodriguez *Voces de hispanoamérica, 5th ed.* I will supply reading materials and videos.

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.

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.



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- Students will use analytical skills for gathering and analyzing information to weigh values and assess needs.
- Students will appreciate cultural differences and understand cross-cultural communication.

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/page/2454/student-handbook>.

Please be aware that the use of automatic translators is considered academic dishonesty since it does not represent the student' linguistic abilities

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.

DISTANCE EDUCATION STATEMENT

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Assessment:

The expected learning outcome for this course will be assessed through a series of assessment tools. 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. Homework-Tarea (15%) Each week contains reading passages and questions about the passage.** The questions are about information that is stated or implied in the passage. It is important to analyze each question before you answer, because this exercise will prepare you all for the quizzes and the analytical reflections
- 2. Chapter reading quizzes (20%)** The quizzes will cover the material discussed in class and your course calendar. Some of the quizzes will be administered randomly throughout the semester.. [SLO 1-6].
- 3. Oral presentations (20%) [SLO 1-6]** For each of the topics and texts discussed in class, you are asked to submit a video or recording of your presentations. This presentation should include general information about the significance of the text. You are also encouraged to bring outside information relevant to the discussion during the presentation.



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4. Analytical reflections (20%) You will have to write from a critical perspective about one of the texts that belongs to a specific literary genre (narrative, poetry, and drama). 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. - [SLO 1, 2, 3, 5, 6].
5. Exams (25%) [SLO 1, 2, 3, 5, 6].

*** Please do not hesitate to contact 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:

Attendance is part of your grade and will reflect in your in-class participation and your final grade. At least three times a week, students are expected to login to their BlackBoard class.

You are responsible for knowing all announcements, lecture material, assignments, and class schedule modification that includes required reading for subsequent classes.

If you will not be able to login to BlackBoard, it is your responsibility to notify the instructor and obtain the necessary information. If you miss a class for any reason (school-related, family emergency, illness, etc.) you must notify the instructor ahead of time.

Class Expectations

Throughout the course students will be required to participate in Blackboard discussions and prepare video or recorded oral presentations. Student performance will be evaluated by various written and/or oral assessments as well as class participation. Students will be expected to participate and contribute to class discussions, read all assigned readings, prepare oral presentations, and complete assignments in a timely manner.



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Tentative Schedule

** The Instructor reserves the right to modify the course schedule, projects, essays, or readings if it becomes necessary to enhance the learning environment. ***

Semana	Temas y material de preparación	Reading	Tarea – asignatura semanal	Temas para la presentaciones orales
1 1/17	<ul style="list-style-type: none"> Las configuraciones del mundo hispanoamericano: las raíces, la colonia, la independencia. Voces amerindias: Los mayas, los nahuas y los quechuas. 		Preguntas generales & de análisis pp. 22-23	
2 1/24	<ul style="list-style-type: none"> Cristóbal Colón - Carta a Luis de Santángel Fray Bartolomé de las Casas La historia de las Indias 		Cuestionario semanal	Rescate de nuestras raíces prehispánicas
3 1/31	<ul style="list-style-type: none"> Bernal Díaz del Castillo Historia verdadera de la conquista de la Nueva España 		Cuestionario semanal Prueba	Los primeros cronistas y su importancia.
4 2/6	<ul style="list-style-type: none"> Alfonso de Ercilla y Zuniga 		Cuestionario semanal Reflexión # 1	El mestizaje cultural en la época colonial
5 2/13	<ul style="list-style-type: none"> El Inca Garcilaso de la Vega Comentarios reales de los Incas 		Cuestionario semanal Prueba 9/21	Son Juana Inés de la Cruz – La Respuesta de la poetisa a la muy ilustre Sor Filotea de la Cruz



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6 2/20	Sor Juana Inés de la Cruz Respuesta de la poetisa a la muy ilustre Sor Filotea de la Cruz Redondillas		Cuestionario semanal Reflexión # 2	
7 2/27	Examen 1	-----	-----	”
8 3/6	Esteban Echeverria		Cuestionario semanal.	El abuso de la Iglesia
9 3/13			.	
10 3/20	José María Heredia Gertrudis Gómez de Avellaneda		Reflexión # 3 ----- Cuestionario semanal	Discriminación contra el Gaucho
11 3/27	José Hernández ----- Clorinda Matto de Turner		Prueba ----- Cuestionario semanal.	La educación de la mujer en el siglo XIX
12 4/3	José Martí			Jose Marti “el apóstol de la independencia
13 4/10	José Asunción Silva Rubén Darío		Download-Handout.	
14 4/17	Rubén Darío Presentaciones formales de trabajo final		Prueba ----- Download Handout.	Rubén Darío y el Modernismo
15 4/24 5/1	Repaso para examen final		Prueba ----- Download-Handout	
16 5/8	Examen Final y Entrega del trabajo final			