**WAYLAND BAPTIST UNIVERSITY
School of Languages and Literature
WINTER TERM 2019**

**Wayland Baptist University Mission Statement:**

Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success, and service to God and humankind.

# I. General Information

## A. Course Name

SPAN 4305 Spanish-American Literature

## B. Instructor

Dr. Jesús Romero

## C. Contact Information

**Phone:** (806) 291-1108

**Email:** romeroj@wbu.edu

## D. Office Location

212C Gates Hall

Virtual office hours to be posted on Blackboard

## E. Schedule

November 12, 2019 to February 16, 2020

## F. Course Description

Spanish-American Literature from the discovery of America to the present.

## G. Prerequisites

Span 3312 or consent of instructor

## H. Required text

Voces de Hispanoamérica. Chang-Rodríguez, Raquel

MLA Handbook for Writers of Research Papers, 8th Edition.

# II. Course Outcome Competencies

Upon the conclusion of this course, students actively engaged in learning will be able to:

1. describe various aspects of the movements of Spanish-American literature from its beginnings to the present.

2. explain significant historical events in regard to the development of Spanish-American literature.

3. analyze and explain a work of Latin-American literature.

4. demonstrate the ability to research a principal author or one of his/her works, and present, in written or oral format, this research in a meaningful and organized manner.

5. demonstrate knowledge of the major Spanish-American literary figures and works.

The more the student puts into the course, the higher his or her outcome competencies will be.

# III. Course Evaluation and Grading

## A. Teaching Methodology

The class will be conducted in Spanish. Lecturing will be used only to explain and clarify information already read and studied by each member of the class. An active participation is expected from the students during our discussion time, which will take most of the class time.

**There will be an ‘examencito’ or quiz, given frequently to verify completion of reading assignments.**

**There will be one written assignments for the semester. It is to be turned in at the end of the term, and will help students start to develop their research skills.** Students will choose one of the authors and works in the textbook, but not covered in class. It must be an 8-10 page analytical essay following MLA guidelines.

The written assignment must be of publication quality. It will be evaluated on the following criteria:

* Clarity, coherence and intellectual rigor in the views and arguments expressed.
* Quality and relevance of details, examples, references used to support the arguments.
* Excellent use of the conventions of written Spanish, such as accent marks, punctuation, spelling and proper syntax.
* Evidence of original thought and not the mere repetition of arguments from somebody else.

## B. Tablero de discusión

**The student will write, in Spanish, short reflections on topics selected by the professor on the *Tablero de discusión***, a Blackboard blog the professor will open for the class. The student will write reflections on the weekly topic and respond to the reflections posted by his/her classmates on the due dates.

More information on how to find the *Tablero* will be forthcoming.

## B. Practice Responsibilities

In this course the professor will make available to students the opportunity to develop reading and writing skills in Spanish. It is his responsibility to assist students and to organize presentation of the course material. Students are encouraged to take advantage of every educational experience and make use of every available resource to develop their skills. **Students must assume the responsibility for their actions and commit time and energy to regular study. It is estimated that a minimum of two hours daily in addition to class time will be required in order to accomplish the goals of the course**.

## C. Communication with students

The professor will communicate important developments **by e-mail and Blackboard Announcements**.

**The professor will respond to student e-mails within 24 hours** and will provide feedback on course content within 48 hours.

Blackboard Instant Messaging (BbIM) is the most efficient way to get in touch. The professor will post his availability or “virtual office hours” weekly. Students can also contact the professor at (210) 633-6257. He lives in Central Time Zone.

Deadlines for most weekly assignments are no later than midnight Sunday, Central Time of the following week; Online Discussions and some other assignments are due by Friday midnight.

To receive a grade, students must turn in assignments on time. **No late assignments will be accepted** unless there are exceptional circumstances that students clear with the professor in advance whenever possible.

# IV. Grading System

## A. Course Grade

The following criteria will be used to determine each student’s final course grade:

|  |  |
| --- | --- |
| Midterm Test | 33%  |
| Examencitos | 33% |
| Final Paper | 34% |
| **Total** | **100%** |

## B. Grading Scale

| **Letter grade** | **Percent** |
| --- | --- |
| A | 90-100 |
| B | 80-89 |
| C | 70-79 |
| D | 60-69 |
| F | 0-59 |

## C. Grading System

| **Letter Grade** | **Grade Description** |
| --- | --- |
| A | **Excellent, Superior**This grade is given for work that exhibits unquestionable excellence and outstanding quality. |
| B | **Above Average**The grade given for work that is clearly high quality. |
| C | **Average**The grade given for the kind of work most students do most of the time. |
| D | **Weak**The grade given for work which does not exhibit the basic understanding expected, but which does show some elementary development and comprehension. |
| F | **Failing**The grade given when student clearly fails to comprehend the fundamentals of the course, and shows no significant development throughout the semester. |

**Policy 9.4.1.:“Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.”**

**Statement on Plagiarism and Academic Dishonesty**: Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

## D. Attendance Requirements

As stated in the WBU Catalog, students should make attendance and participation a priority, making every effort to complete weekly activities. Students are responsible for making up any missed assignments.

Attending and participating online mean completing all assigned weekly core activities, such as Examencitos, Discussions, etc. Evidence of these efforts will be tracked in Blackboard.

If a student fails to participate for a week without alerting the professor, the professor will so advise the student and file an unsatisfactory progress report with the campus executive director.

Students missing more than 25% of scheduled core activities may receive an F and should consider dropping the course.

All absences, including university-sponsored events, must be cleared in advance.

Unforeseen circumstances and emergencies will be accepted if documented. This could include medical records, military deployment letter, or other evidence.

**V. Bibliography**

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TENTATIVE CALENDAR

|  |  |
| --- | --- |
| **[Semana 1]**  | Introducciones personales e introducción al curso; **El período colonial: El Gótico Florido y el Renacimiento.** Cristóbal Colón: *Carta a Luis de Santángel*; Bartolomé de Las Casas*: Historia de las Indias*; Bernal Díaz del Castillo: *Historia verdadera de la Conquista de la Nueva España* |
| **[Semana 2]**  | **El período colonial: El Manierismo y el Barroco.** Alonso de Ercilla y Zúñiga: *La Araucana*; Sor Juana Inés de la Cruz*: Respuesta de la poetisa a la muy ilustre Sor Filotea de la Cruz; Redondilla I* |
| **[Semana 3]** | **El período neoclásico: La literatura de la Ilustración.** José Joaquín Fernández de Lizardi: *El Periquillo Sarniento;* Andrés Bello: *La agricultura de la zona tórrida, Autonomía cultural de América* |
| **[Semana 4]** | **El período romántico.** Esteban Echeverría: *El matadero*; Ricardo Palma: *Crónica de la época del Virrey “Brazo de Plata”* |
| **[Semana 5]** | **El período positivista: La literatura del Naturalismo.** Domingo Faustino Sarmiento: *Facundo*; Clorinda Matto de Turner: *Malccoy*; Horacio Quiroga: *El hijo*;  |
|  **[Semana 6]**  | **El período modernista.** Rubén Darío: *El cisne, El velo de la reina Mab*; La literatura de Gabriela Mistral: *Los sonetos de la muerte; Sueño grande*; **Examen parcial** |
|  **[Semana 7]**  | **El período vanguardista.** Vicente Huidobro: *Nipona, Arte poética, Alazor; o, El viaje en paracaídas*; La literatura de Pablo Neruda: *Poema 20, Waling around, Alturas de Macchu Picchu*; Jorge Luis Borges: *El sur* |
| **[Semana 8]**  | **El período surrealista: La literatura de la generación neorrealista.** Juan Rulfo: *Nos han dado la tierra*; Julio Cortázar: *Continuidad de los parques* |
| **[Semana 9]**  | **El período surrealista: La literatura de la generación irracionalista.** Gabriel García Márquez: *Un señor muy viejo con unas alas enormes*; Carlos Fuentes: *Chac Mool* |
| **[Semana 10]**  | **El período postmodernista. La primera generación.** Luisa Valenzuela: *Los censores*; Isabel Allende: *Clarisa*; Se entrega el ensayo final |
| **[Semana 11]** | **El período postmodernista. Las siguientes generaciones.** Carmen Boullosa: *El muerto vivo: obra de teatro en cuatro cuadros*; Edmundo Paz Soldán: *Extraños en la noche* |

**The professor reserves the right to make any and all changes to this syllabus as needed, desired or required any time.**