

Syllabus
SPA 433—Spanish Literary Periods
3 Credit hours
Fall 2021

I. COURSE DESCRIPTION

A study of Spanish literary periods such as the Golden Age, nineteenth century, or twentieth century. Focuses on historical Spanish and Latin American authors such as Cervantes and Garcia Márquez. (Taught in Spanish.) (May be taken twice for credit.)

Prerequisite: SPA 303 or 304.

Lab fee: None

II. COURSE GOALS

The course is designed to acquaint the students with the major authors, themes, and literature of a specific Spanish literary period and to lead them to reflect on the diversity of cultural values the literature represents.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

A. Terminal Objectives

As a result of successfully completing this course the student will be able to do the following:

1. List authors, works, dates, and styles of writing for the literary period studied.
2. Discuss verbally and in writing each author's works and literary writing styles.
3. Discuss verbally and in writing how specific literature reflects the time period in which it was written.

B. Objectives for students in Teacher Preparation Programs

The Course Goals for the Teacher Preparation Program meets the "competency-based" requirements established by the Oklahoma Commission on Teacher Preparation. This course meets the following competencies:

1. Listening
 - a. Understands main ideas and supporting details of oral presentations and conversations (e.g., prepared speeches, news broadcasts, interviews, short lectures).
 - b. Understands spontaneous speech on a variety of basic topics.
 - c. Comprehends sustained conversation or narrative of general topics.
2. Speaking
 - a. Initiates, sustains, and closes a general conversation.
 - b. Narrates and describes events, objects and activities with supporting details.
 - c. Participates in spontaneous, face-to-face conversation involving more complicated skills and social situations, such as elaborating, apologizing, debating.
 - d. Displays some ability to support opinions, explain in detail, and make

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- assumptions.
 - e. Uses varied strategies, such as paraphrasing or restating, to facilitate communication in the language being studied.
 - 3. Reading
 - a. Reads authentic (from the culture of the language studied) , such as selected short stories, poetry and other literary works, articles, personal correspondence and simple technical material written for the general reader.
 - b. Comprehends facts in authentic (from the culture of the language studied) texts and materials and make appropriate inferences.
 - c. Comprehends authentic (from the culture of the language studied) communications via various media and technology.
 - 4. Writing
 - a. Communicates by writing simple facts and ideas.
 - b. Expresses narratives and descriptions of a factual nature.
 - c. Writes professional and social correspondence.
 - 5. Culture
 - a. Is knowledgeable about the products of the culture of the language being taught.
 - b. Is knowledgeable about practices of the culture of the language being taught
 - c. Is able to compare and contrast local culture and cultures of the language being taught.
 - 6. Second language acquisition
Is knowledgeable about first language development and its relation to second language learning.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

Required textbooks:

Anaya, Rudolfo. *Bless Me, Ultima*. New York: Warner, 1994. ISBN: 9780446600255.
 Bruce-Novoa, Juan. *Retrospace* Houston: Arte Publico Press, 1990. ISBN: 1558850139.
 Cisneros, Sandra. *The House on Mango Street*. New York: Vintage, 1991. ISBN: 9780679734772.
 Preciado Martin, Patricia. *Songs My Mother Sang to Me*. Tucson: U of Arizona P, 1991. ISBN: 0816513295.
 Rivera, Tomás. *...y no se lo tragó la tierra / And the Earth Did Not Devour Him (Bilingual Edition)*. Trans. Houston: Arte Publico Press, 2015. ISBN: 9781558858152.
 Rodriguez, Richard. *Hunger of Memory*. New York: Bantam, 2004. ISBN: 0553382519.
 Ulibarri, Sabine R. *Mi abuela fumaba puros y otros cuentos de Tierra Amarilla*. Berkeley, CA: Quinto Sol, 1977. ISBN: 0884121054.
 Viramontes, Helena María. *Under the Feet of Jesus*. New York: Plume, 1996. ISBN: 9780452273870.

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
 - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
 - b. Failing to meet group assignment or project requirements while claiming to have done so;
 - c. Failing to cite sources used in a paper;
 - d. Creating results for experiments, observations, interviews, or projects that were not done;
 - e. Receiving or giving unauthorized help on assignments.By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the Whole Person Assessment handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Department Policies and Procedures

1. **Class Assignments**

- a. Students need to come to class with the appropriate textbooks, course materials, and other supplies as designated by the professor.
- b. Professors may refuse to accept an assignment if it has inappropriate content, does not meet the assignment's criteria (e.g., not typed, incorrectly documented), is incomplete, is suspected of plagiarism, or is turned in too late.

2. **Tardies**—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, excessive tardies may adversely affect the semester grade. It is to the student's advantage to make sure that the professor is informed immediately following the close of the class that the student was tardy and not absent. It is not the professor's responsibility to stop the class to mark the tardy; the student is the one responsible for conveying that information immediately following that class, not at a later time.

3. **Late Work**

- a. The student is responsible for obtaining class assignments and material covered during an absence, and all work is expected to be completed as scheduled. Late work may result in a lower grade. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. Computer or printer malfunction does not constitute an excuse for late work; students should have their work prepared in time to ensure that they can get it proofread, edited, and printed prior to the instructor's due date. These responsibilities assist the student in professional development.
- b. Any test taken late (except if the absence is administratively excused) incurs the ORU late exam fee (\$15), which must be paid before the late test can be taken.
- c. Assignments missed because of administratively excused absences are accepted with no penalty. Generally, assignments missed from an excused absence, such as sickness or family crises, can be made up and the instructor should be notified as soon as possible to reach an agreement on due dates and possible penalties. Each instructor has his or her own late-work policy that is given to students at the beginning of a course, so a teacher may decide that work missed because of an unexcused absence cannot be made up. Instructors use their own judgment in accepting late work resulting from all other absences. In cases where absences can be anticipated, such as for non-University sponsored mission trips, the work should normally be submitted prior to the absence.

4. **Attendance**

- a. **Excused and Unexcused Absences**—As stated in the university policy section of this syllabus, class attendance is mandatory, but because unavoidable circumstances can prevent perfect attendance, each student is allowed to miss class the number of times per week a class meets. This allowance is intended for illness, personal business, and emergency. Work missed because of an excused absence (e.g., illness, family emergency) can be made up; however, it is up to the teacher's discretion whether or not to accept work missed due to an unexcused absence (e.g., oversleeping, skipping class). If a student exceeds this number of absences, the student may lose points due to late work or for excessive absences, which may affect the semester grade. Extended illnesses are handled on an individual basis and require verification from a doctor.
- b. **Administratively Excused Absences**—Only absences that are required by approved University activities are given administrative excuses.

Students who must miss class for University-sponsored activities must follow these procedures:

- (1) Inform the professor before the event and make arrangement for the work to be submitted prior to the absence or at a mutually agreed upon deadline.
- (2) Present an administrative excuse form with appropriate signatures when he or she returns to class. Doctors' or nurses' notes, or letters from groups sponsoring mission trips or activities do not qualify a student for an administratively excused absence.
- (3) Obtain information covered during an absence. All work must be completed as scheduled.
- (4) Not commit to class presentation (oral reports, speeches, group presentations, etc.) on a date that the student will be gone. Makeup work is not permitted if the student voluntarily committed to a performance on the date of an administratively excused absence.

5. **Plagiarism**—Each student attending Oral Roberts University is required to do his or her own academic work and must not inappropriately collaborate with other students on assignments.

- a. Students must document all sources and ideas that are not their own original information by following correct MLA (Modern Language Association) documentation procedures. Failure to do this produces a plagiarized paper, which results in an F for the paper. Flagrant cheating results in an F for the course.
- b. Students may be asked to submit their assignments to Turnitin.com (an online anti-plagiarism program) or have their work submitted to D2L, which also submits work to Turnitin.com.

6. **Incompletes**—As stated in the University catalog, incompletes are granted only for "good cause," such as extended hospitalization, long-term illness, or a death in the family. Students must petition for an incomplete using the form available in the English and Modern Languages Department. Very few incompletes are granted.

7. **Whole Person Assessment**—If this course requires an ePortfolio assignment, it is listed in the next section ("Course Policies and Procedures") and explained in the WPA Handbook at <http://eportfolio.oru.edu>. Students need to comply as indicated in this syllabus, by the instructor, and in the WPA Handbooks.

C. Course Policies and Procedures

1. **Grades :**

- a. The final grade is based on: participation, essays, and exams. Grades are posted on D2L.
- b. Grading Scale:
A=90-100% B=80-89% C=70-79% D=60-69% F=59% and below

2. **Evaluation Procedures:**

Class Participation + Summaries:	20%
Essays (3):	40%
Exams (3):	40%

a. **Class Participation + Summaries (20%):**

- (1) In-class analysis depends on the active participation of each student. The objective is for students to take a proactive role: initiate dialogues, ask questions, offer interpretations, etc. Clearly, this involves much more than merely doing the homework and being present in class.
- (2) Participation is graded every day on D2L. Students can check their participation grades there at any time..
- (3) Twice during the semester, students are required to summarize and comment on a critical article about works discussed in class. These summaries should last 10-15 minutes, and are worth 20 points. At the end of the semester, students have the option to do a third summary to replace the grade of one of the first two.

b. **Essays (40%):**

Students write three essays of 3-4 pages each (see Course Calendar for dates). Each essay is written at home, and revisions are made in class. Students then edit the essay and turn in a final version. Students also submit an electronic copy of each essay to Turnitin. Only the second version receives a grade.

Students who do not bring the 1st draft to class for editing on the assigned date receive a 10% deduction on the grade for that essay. Each essay should make extensive use of direct quotes from the text/s being analyzed.

After receiving the graded second draft, students have the option of taking one week to revise and resubmit the essay. This revision may raise the grade by up to 15% (100 = maximum).

Students who want this course to count toward the Spanish minor write the essays in Spanish.

c. **Exams (50%):**

Students take a total of three 100-point exams (see Course Calendar for dates). The last exam is administered during finals week, and is not cumulative. Per university policy, no early final exams are given.

3. **Classroom Policies:**

- a. The course syllabus and other important documents/announcements are available on D2L. Students should check D2L daily for updates. The syllabus is also available at: <http://syllabi.oru.edu> .
- b. Students are responsible for checking their ORU email account daily in order to receive announcements and updates about the course.
- c. Work cannot be made up in the case of unexcused absences. In case of administrative or excused absences, **it is the student's responsibility** to inform the professor as soon as possible so that arrangements can be made for any missed work.
- d. Extra credit is available on some exams. No other extra credit opportunities are available in this course.
- e. All electronic devices should be silenced during class time. Students should

- use electronic devices only for class-related activities during class.
- f. Students are responsible for checking their ORU email account daily in order to receive announcements and updates about the course.
 - g. All work handed in should be typed, double-spaced, with standard font and margins. It should also have the following information single-spaced in the upper left corner: student name, class and section, date, and assignment. Also, please fasten the pages with a stapler, not a paperclip (nor by folding corners back).



VI. COURSE CALENDAR - N.B.—Subject to change as needed.

Week	Dates	Activities
1	Aug 27	Introduction ; Syllabus
2	Aug 30 – Sep 3	History of the U.S. Southwest Bruce-Novoa, Ch1-4 Bruce-Novoa, Ch 5-8
3	Sep 6 – 10	LABOR DAY—NO CLASS Bruce-Novoa, Ch10-12 Valdez, <i>Los vendidos</i> ; edit Essay #1
4	Sep 13 – 17	Rivera Rivera (cont.) ; Essay #1 Rivera (cont.)
5	Set 20 – 24	Rivera (summaries) + Review Exam #1 Anaya
6	Sep 27 – Oct 1	Anaya (cont.) Anaya (cont.) Anaya (summaries)
7	Oct 4 - 8	Rodriguez ; edit Essay #2 Rodriguez (cont.) Rodriguez (cont.) ; Essay #2
X	Oct 11-15	FALL BREAK—NO CLASS
8	Oct 18 – 22	Rodriguez (summaries) Cisneros Cisneros (cont.)
9	Oct 25 – 29	Cisneros (cont.) Cisneros (summaries.) + Review Exam #2
10	Nov 1 – 3	Preciado Martin Preciado Martin (cont.) Preciado Martin (cont)
11	Nov 8 – 12	Ulibarri Ulibarri (cont.) Ulibarri (summaries) ; edit Essay #3

12	Nov 15 – 17	Viramontes Viramontes (cont.) ; Essay #3 Viramontes (summaries)
13	Nov 22 – 26	<i>Real Women Have Curves</i> THANKSGIVING BREAK—NO CLASS THANKSGIVING BREAK—NO CLASS
14	Nov 29 – Dec 3	<i>Real Women Have Curves</i> (cont.) Commentary/Summaries Conclusions + Review

Course Inventory for ORU's Student Learning Outcomes
SPA 430—Spanish Literary Periods
Fall 2016

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
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1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge				X
1B	Sensitivity to the Holy Spirit				X
1C	Evangelistic capability				X
1D	Ethical behavior			X	

2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Analytical problem solving			X	
2C	Global & historical perspectives	X			
2D	Aesthetic appreciation	X			
2E	Intellectual creativity	X			

3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X

4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills		X		
4C	Appreciation of cultural & linguistic differences	X			
4D	Responsible citizenship				X
4E	Leadership capacity		X		

(Revised 3/6/12)