Course description and objectives

SPAN3110 is an introduction to the literature of Spain and Latin America. We will read short pieces of literature in order to get a better understanding of the cultures which produce this literature, as well as to develop the skills necessary for the analysis and study of their artistic works. Written and oral discussion is one of the main objectives, and is strongly expected from the students. All readings, class discussions and written compositions will be conducted in Spanish. Literature is language; therefore you are expected to apply your grammar skills from previous classes in this course.

Required texts

- *Aproximaciones al estudio de la literatura hispánica*, C. Virgillo, T. Valdivieso,
- A Spanish/English dictionary is required
- Photocopied material and electronic files provided by the Professor (Blackboard)

Attendance

Class attendance is extremely important. More than three absences will affect your final grade. Attendance is particularly essential in this class for two reasons: all class activities, including compositions, and tests, will be conducted in Spanish; if you are absent from class, you will miss the only opportunity to improve your oral skills. If you have to be absent for a justified reason, you will have to present a written justification signed by the responsible party before the class period.

Tests and written work

There will be three non-accumulative tests, however, the Final Test might have some general course questions. There will also be two written compositions (refer to the syllabus for respective dates). No composition will be accepted after the deadline. The composition should be turned in during class, do not drop it in my office box or slip it under my door. I am not responsible for compositions or homework that has not been handed in to me personally.

Final Grade

<table>
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<tr>
<th>Participación</th>
<th>Quizz</th>
<th>1 Test</th>
<th>2 Test</th>
<th>3 Test</th>
<th>1 Comp.</th>
<th>2 Comp.</th>
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<tr>
<td>10%</td>
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Preparedness

- The stories indicated in the syllabus need to be prepared before that date. We will discuss them in class and you will be asked questions orally.
- Be prepared to read and reread each selection.
- You need to keep a notebook with your homework. The reading selections assigned for each period are always followed by a set of questions, either in the textbook, in handouts, or I will e-mail them to you. Answer these questions in your notebook paying attention both to content and grammar. If you do that, you are well prepared, both for the class period and for the exams.
- Building up vocabulary is important. When you read the assigned materials, underline the words you don’t know and write them down in your notebook with their translation into English and a short explanation in Spanish (if appropriate).

Participation

Participation does not mean always offering the perfect answer or the most ingenious insight in flawlessly formed Spanish. Instead, it involves trying. However, you do need to show that you have learned some vocabulary and that you are familiar with the text(s). This course requires active and daily participation. For each class period, students are expected to read (and even reread where necessary) the selection on the syllabus for that day. Reading for comprehension includes looking up new words where meaning is unclear from context. Students should be prepared to discuss the content and style of the selection in class. It is not expected that students be advanced literary scholars and critics—it is expected that students form opinions about the meaning of texts and learn to support those opinions in discussions or written assignments. Students who do not volunteer their opinions and ideas will be penalized in the participación grade. In group work, students are expected to participate IN SPANISH; this is an opportunity to practice without having to do it in front of the entire class. Students who revert to English in group or pair work will receive lower participation grades.

Compositions

During the semester, you will write an analysis of a short story. I will be happy to discuss paper ideas with you and answer questions. The first one (2-3 pages) will be done in class, the second one it will be given to me at the end of the semester (2-3). Precision and accuracy of expression are important, and you should continue perfecting your command of the language in both speech and writing. This analysis should include persuasive and supported arguments in favor of the student’s own interpretation of the themes and style of the text. The grade for each análisis will be divided among content (including organization and style) 70%, and grammar (including vocabulary and spelling) 30%.
Approximate Breakdown of Content and Grammar Portions of Paper Grade

Content: 70%
- Ideas (originality, depth,) 20 points
- Examples (appropriate, compelling evidence from text) 20 points
- Organization (flow, argumentation) 10 points
- Coherence (transitions and connections between paragraphs) 10 points
- Style (sophistication of sentences, clarity of reading) 10 points

Grammar: 30%
- Major Structures (subject/verb agreement, noun/adjective agreement, ser/estar, pret./imperfect, subjunctive) 10 points
- Minor Structures (pronouns, prepositions, adverbs, conjunctions) 5 points
- Vocabulary (precise, varied, specific to literary topics) 10 points
- Mechanics (spelling, accents) 5 points

Grammar vs Ideas.

The purpose of Spanish 3110 is to put the language foundations of earlier courses to use in the reading and interpretation of literature. As such, ideas will be weighted more heavily than grammar in written assignments. However, the Foreign Languages Department requires that you show special strength in the appropriate use of basic items such as the following:

- present and future indicative
- preterite and imperfect
- subjunctive (present and past), especially in noun clauses (verb + “que”) and after adverbial conjunctions like “para que,” “antes de que,” etc.
- agreement (noun/adjective, subject/verb)
- reflexive verbs
- object pronouns
- avoidance of ‘Spanglish’

Using e-mail and receiving attachments

Periodically during the semester, I will be sending e-mail messages. It is your responsibility to make sure that your computer can receive attachments. If you cannot, contact other people in the class to get a copy. Check your e-mail daily.

Do not send me e-mails through Blackboard. Do not send me emails to ask me about any class work you miss if you are absent. It is your own responsibility to make an appointment to come to see me personally to discuss the material covered. I do not teach by email.

General Information

- Homework to be turned in should be stapled.
- No late homework will be accepted.
- No homework submitted electronically unless specified by the instructor.
- Make-ups for the exámenes parciales are available if you present a valid excuse to me before the exam day and make arrangements with me to make up the exam no later than two days after the exam was given. There is no make up for the final test.
- No extra time will be given for students arriving late to take the exam.
- Turn off your cell phones, PDA’s and any noisy gadget during class time.
- Not food or drinks are allowed in the classroom.
- Get on time to the classroom
- Do not chew gum in class.
The Honor System at UNT.

As in all classes at UNT, students are expected to abide by the Honor Code which prohibits lying, cheating and plagiarism on assignments. Students should do their own work on análisis and exams; by this I mean that all such assignments should be entirely composed and written by the student. Students may form outside class study groups or pairs for the purpose of discussing homework. However, all should note that class discussion is weighted more heavily than homework—cuestionarios are meant to be a springboard for class discussion not a replacement for it. Failing to read assignments and using a study partner/group for homework answers will not help you for class discussions, exams or papers. ). ONLINE TRANSLATORS, on the other hand, are strictly forbidden, and use of such will be considered an honor code violation (beware—online translators produce a singularly unique pattern of errors that is easily recognized).

Guidelines for Tutors

Tutors should explain questions and problems and guide student’s work. They should not do the work for the students, nor should they translate the material.
If you feel you need a private tutor, contact the departmental office (LANG 101) or check our web site.
PROGRAMA DEL CURSO

Enero

M20 Presentación del curso
Introducción al programa. ¿Qué es la literatura?
Introducción a la narrativa, páginas 10-19, 24-25

J22 Ricardo Palma, “La camisa de Margarita”
Aproximaciones, 47-49

M27 Jorge Luis Borges, “El etnógrafo.”
Aproximaciones, 59-60.

J29 Elena Poniatowska, “El recado”
Blackboard

Febrero

M03 Soledad Puértolas, “Historias sencillas”
Aproximaciones, 102-109

J05 Juan Rulfo, “No oyes ladrar a los perros”
Aproximaciones, 69-72

M10 Ana María Matute, “Pecado de Omisión”
Aproximaciones, 74-76.

J12 Ana María Matute, “El árbol de oro”
Blackboard

M17 Mario Benedetti “El hombre que aprendió a ladrar”, “El otro yo”
Augusto Monterroso “El, mono, que quise ser escritor satírico”
Aproximaciones, 74-75; 77-78.

J19 Gabriel García Márquez, “La mujer que llegaba a las seis”
Aproximaciones, 83-93

M24 Primer Examen
Narrativa.

Marzo

M03 Introducción al Renacimiento.
Aproximaciones,
TBA.

J05 Introducción al Barroco.
Aproximaciones
Santa Teresa de Jesús “Vivo sin vivir en mí”, página 180.
San Juan de la Cruz “Noche oscura”, pág. 183
Blackboard

Entrega del primer ensayo
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<tr>
<th>M10</th>
<th>Lope de Vega, “Rimas sacras”, pág. 187</th>
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<td>Lope de Vega, “Soneto de Repente”, Blackboard</td>
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**J12**  Introducción al Romanticismo.  
José de Espronceda, “Canción del pirata”  
Gustav Adolfo Bécquer, “Volverán las oscuras golondrinas”  
*Aproximaciones*, pág.193, 199.

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**M24**  El Modernismo  
Neruda, Pablo. “Me gusta cuando callas”  
Dario, Rubén. TBA  
TBA.

**J26**  Una comparación poética  
Sor Juana Inés de la Cruz, “A su retrato”  
Rosario Castellanos “Autorretrato”  
Blackboard

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**Abril**  |  Introducción al drama  
*Aproximaciones.*

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<th>Carballido, Emilio. “El Censo”</th>
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<td><em>Aproximaciones</em>, pág.300-309</td>
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<th>J09</th>
<th>Oswaldo Dragún: “El hombre que se convirtió en perro”,</th>
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<th>Paloma Pedrero, “Resguardo personal”.</th>
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<td><em>Aproximaciones</em>, 331-337.</td>
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<th>Sergio Vodanovic, “El delantal blanco”</th>
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<th>Solórzano, Carlos. “Los fantoches”</th>
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<th>Diana de Paco Serrano. “Su tabaco, gracias”</th>
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**Mayo**  |  Laila Ripoll. “Los niños perdidos” (1)  |
Laila Ripoll. “Los niños perdidos” (2)
Entrega Segundo Ensayo

TBA Examen Final.