

UC 12169 12F

CBM003 ADD/CHANGE FORM

APPROVED MAR 27 2013

Undergraduate Council
 New Course Course Change
 Core Category: WID Effective Fall 2014

or

Graduate/Professional Studies Council
 New Course Course Change
 Effective Fall 2013

1. Department: Hispanic Studies College: CLASS
2. Faculty Contact Person: Maria Elena Soliño Telephone: (713) 303-8203 Email: msolino@central.uh.edu
3. Course Information on New/Revised course:
 - Instructional Area / Course Number / Long Course Title:
SPAN / 3384 / Introduction to Hispanic Literature
 - Instructional Area / Course Number / Short Course Title (30 characters max.)
SPAN / 3384 / INTRODUCTION TO HISPANIC LIT
 - SCH: 3.00 Level: JR CIP Code: 1609050001 Lect Hrs: 3 Lab Hrs: 0
4. Justification for adding/changing course: To meet core curriculum requirements
5. Was the proposed/revised course previously offered as a special topics course? Yes No
 If Yes, please complete:
 - Instructional Area / Course Number / Long Course Title:
____ / ____ / _____
 - Course ID: _____ Effective Date (currently active row): _____
6. Authorized Degree Program(s): B.A.
 - Does this course affect major/minor requirements in the College/Department? Yes No
 - Does this course affect major/minor requirements in other Colleges/Departments? Yes No
 - Can the course be repeated for credit? Yes No (if yes, include in course description)
7. Grade Option: Letter (A, B, C ...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)
8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title
SPAN / 3384 / Introduction to Hispanic Literature
 - Course ID: 42889 Effective Date (currently active row): 20103
9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)
 Cr: 3. (3-0). Prerequisites: SPAN 3301 or SPAN 3307 and SPAN 3302 or SPAN 3308 Description (30 words max.): Readings in narrative, poetry, drama, and essay. Taught in Spanish.
10. Dean's Signature: _____ Date: 10/8/12
 Print/Type Name: Sarah Fishman

RECEIVED OCT 12 2012

REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: Hispanic Studies/CLASS

Person Making Request: María Elena Soliño

Telephone: (713) 303-8203

Email: msolino@central.uh.edu

Dean's Signature: _____

Date: [Click here to enter text.](#)

Course Number and Title: SPAN 3384 Introduction to Hispanic Literature

Please attach in separate documents:

Completed CBM003 Add/Change Form with Catalog Description

Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

1. Students will develop communicative competence at the advanced level by focusing on reading and writing skills in Spanish.
2. Students will demonstrate knowledge of Spanish-language authors, discursive genres, and literary styles, through oral and written assignments that will require analytical and critical thinking skills.
3. Students will acquire formal skills related to textual and cultural analysis.
4. Students will be able to communicate effectively in clear and correct prose in Spanish through a style appropriate to the subject, occasion, and audience.
5. Students will be able to incorporate scholarly literary criticism into their own discussions of cultural and literary movements.

Component Area for which the course is being proposed (check one):

***Note:** If you check the Component Area Option, you would need to also check a Foundational Component Area.

Communication

American History

Mathematics

Government/Political

Science

Language, Philosophy, & Culture

Social & Behavioral Science

Creative Arts

Component Area Option

Life & Physical Sciences

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

X Critical Thinking

Teamwork

X Communication Skills

X Social Responsibility

Empirical & Quantitative Skills

X Personal Responsibility

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Critical Thinking:

Students will demonstrate critical thinking in an essay exam that requires the critical analysis of at least one of the literary texts read in the class. The essays will be written in Spanish and uploaded to the course webpage.

Sample question:

Write a detailed essay in which you analyze the ways in which the poetry of Ruben Dario is an example of Latin American modernism. Include as part of your response a complete definition of Latin American modernism and its relationship with European literary movements of the same time period. Finally, compare two poems by Dario from different periods of his artistic production keeping in mind the poet's shifting attitudes towards the modernist movement.

In addition to the Spanish language writing assignment, students will complete one assignment in English that can also be used to assess critical thinking: ACTFL Proficiency level reading comprehension assignment: Students will write a three-page analytical paper in English critiquing and synthesizing one of the required readings.

Communication Skills:

Students will demonstrate their communication skills in a traditional research paper that requires the incorporation and analysis of secondary sources. These papers will focus on writing as a process.

The essays will be graded in three steps. 1. The student will first submit a brief description of his or her chosen topic; 2. The student will submit a rough draft; 3. The student will incorporate the comments and corrections made to the rough draft to submit a final, polished essay.

All student work will be evaluated in accordance with the rubric posted on the Writing Center's website: <http://www.uh.edu/writecen/Faculty/rubricdevelopment.php>

Also, in the same English language paper noted above, students will demonstrate their communication skills.

← substitute received version

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

- Critical Thinking
- Communication Skills
- Empirical & Quantitative Skills
- Teamwork
- Social Responsibility
- Personal Responsibility

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Critical Thinking:

Each semester the students will take a minimum of 2 exams that include essays that require the critical analysis of at least one of the literary texts read in the class.

Example: Write a detailed essay in which you analyze the ways in which the poetry of Rubén Darío is an example of Latin American modernism. Include as part of your response a complete definition of Latin American modernism and its relationship with European literary movements of the same time period. Finally, compare two poems by Darío from different periods of his artistic production keeping in mind the poet's shifting attitudes towards the modernist movement." This is a specific example, but in different sections and different semesters similar questions will be asked about different artistic movements and authors.

Additionally, the students will write traditional research papers that require the incorporation and analysis of secondary sources. These papers will focus on writing as a process. Each student will first submit a brief description of their topic and a bibliography, then a rough draft, and finally the polished version.

Instructors shall be guided by the rubric for critical thinking found on the Writing Center's website <http://www.uh.edu/writecen/Faculty/rubricdevelopment.php>

Communication Skills:

In the same assignments as above, students will demonstrate their ability to communicate effectively.

Empirical & Quantitative Skills:

Click here to enter text.

Teamwork:

Click here to enter text.

Social Responsibility:

Empirical & Quantitative Skills:

Click here to enter text.

Teamwork:

Click here to enter text.

Social Responsibility:

In the same written assignments listed above, students will address issues of social responsibility

Personal Responsibility:

In the same written assignments listed above, students will address issues of personal responsibility.

Will the syllabus vary across multiple section of the course? Yes No

If yes, list the assignments that will be constant across sections:

The two essays, one written in Spanish, one in English, will be constant across all sections.

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Dept. Signature: _____

In the same assignments as above, students will explore issues of social responsibility here to enter text.

Personal Responsibility:

In the same assignments as above, students will explore issues of personal responsibility

Will the syllabus vary across multiple section of the course? Yes No

If yes, list the assignments that will be constant across sections:

Yes -- The essay questions on the exams, and the research paper.

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Dept. Signature: _____

✓ for Anedeli Bencomo

Introducción a la Literatura Hispánica

SPAN 3384 (Otoño 2012)

Martes y jueves 10:00-11:30

Dr. María Elena Soliño

Horas de oficina: martes 8:00-10:00 y jueves 2:30-3:00 o por cita

Oficina: 420 Agnes Arnold

Correo electrónico: msolino@central.uh.edu

Descripción del curso: El presente es un curso introductorio al análisis de textos literarios en español. Analizaremos textos representativos de las literaturas españolas, latinoamericanas y latinas de los Estados Unidos enfocándonos en cuatro de los principales géneros discursivos: la narrativa, el ensayo, la poesía, y el teatro.

Objetivos principales (Learning Outcomes): El objetivo de este curso es familiarizarse y desarrollar los diferentes métodos y reglas para el análisis literario. Los estudiantes leen y escriben obras asignaciones en español. Los estudiantes adquirirán habilidades formales relacionados con el análisis textual y cultural. De esta manera, el estudiante podrá analizar y comprender el texto literario a profundidad y tendrá un mayor conocimiento de la lengua y la cultura española e hispanoamericana. Al mismo tiempo, el estudiante deberá aprender los datos necesarios concernientes a los autores y los periodos artísticos estudiados en clase y será capaz de distinguir entre los distintos géneros literarios y conocer los rasgos característicos de cada uno de ellos. Se profundizará el entendimiento de los estudiantes por medio de lecturas, conversación dirigida, películas y trabajos escritos. Los estudiantes serán capaces de incorporar la crítica literaria académica en sus propias discusiones de los movimientos culturales y literarios.

Pre-requisito: Haber completado satisfactoriamente SPAN. 3301 o 3307 y 3302 o 3308 o haber aprobado satisfactoriamente el examen departamental "*Credit Hours by Examination*".

Libros de texto:

Edward H. Friedman, L. Teresa Valdivieso, Carmelo Virgillo. *Aproximaciones al estudio de la literatura hispánica*, 7ª edición, New York: McGraw-Hill, 2008.

Evaluación:

Participación	12%
Exámenes (2)	44%
Ensayos (2)	44%

Participación (12%): Cada estudiante deberá participar activamente en las discusiones de clase y hablar diariamente. Esta participación es de suma importancia para desarrollar los temas de cada texto. Los comentarios deberán articular una opinión razonada y no solamente una manifestación de acuerdo o desacuerdo con el tema. Cada estudiante tendrá las lecturas preparadas antes de llegar a clase. **LOS ESTUDIANTES QUE NO PARTICIPAN ACTIVAMENTE, RARA VEZ RECIBEN BUENA NOTA EN EXAMENES Y ENSAYOS**

Nota de participación: Estas descripciones de las notas de participación servirán para guiar a los/las estudiantes a lo que se espera de ellos/ellas:

A (90-100) Siempre llega a clase preparado/a, a tiempo y listo/a para trabajar. Participa activamente en todas las actividades. Frecuentemente es voluntario y contribuye al trabajo hecho en grupos.

B (80-89) Casi siempre llega a clase preparado/a, pero de vez en cuando se le olvida hacer y entregar la tarea o aprender el material. También llega a clase tarde ocasionalmente. Regularmente participa en las actividades en clase. A veces es voluntario/a pero se espera a que la profesora lo/la escoja para contestar las preguntas de discusión.

C (70-79) Con frecuencia llega a clase sin prepararse y le afecta su habilidad de participar en actividades. Regularmente llega tarde y por eso se le pasa escuchar instrucciones claves y le hace falta el tiempo de práctica. Contribuye seguido a las actividades pero normalmente lo hace solo cuando la profesora se lo pide. Su participación en las actividades de grupo es mínima.

D/F (< 70) Siempre llega a clase sin estar preparado/a y frecuentemente está ausente. Raramente participa en las actividades y no puede contestar cuando la profesora le hace una pregunta porque no está preparado. No participa en ningún grupo.

2 Exámenes (44% - 22% cada uno): Los/as estudiantes tendrán tres exámenes. Los exámenes consistirán en responder preguntas asociadas con las lecturas y los temas presentados en clase. La asistencia a clase los días de examen es absolutamente obligatoria. *No hay exámenes de make-up.* En el caso de un(a) estudiante que siempre asiste puntualmente a clase, el profesor considerará hacer una excepción a la regla de *no make-up exam* si ese(a) estudiante presenta documentación, por escrito, que compruebe que fue necesario faltar al examen por una emergencia inevitable.

2 Trabajos de investigación (44% - 22% cada uno): Cada estudiante tendrá que escribir dos ensayos de 4 a 6 páginas (sin incluir la lista de la bibliografía), escritas a computadora (márgenes de una pulgada, a doble espacio y la letra de tamaño 12). 1) Primero el estudiante tiene que consultar el tema y presentar una bibliografía. 2) Luego el estudiante entregará un borrador (rough draft). 3) Luego debe incorporar las sugerencias y correcciones de la profesora para la versión final. Se requiere una investigación externa con un mínimo de 3 referencias y se usará el estilo de MLA para la documentación. Todos/as los/as estudiantes tendrán que entregar una propuesta de media página con bibliografía. También tendrán que entregar una copia del trabajo final en papel a la profesora y otra electrónica a turnitin.com.

Reglas adicionales de la clase:

- La asistencia es obligatoria. El/la estudiante no deberá perder más de cuatro clases en total. Si el/la alumno/a tiene más faltas de las permitidas, se reflejará en el descenso de la nota final. La profesora considerará casos especiales, como emergencias médicas, especialmente cuando el/la estudiante tiene una excusa oficial de la universidad.
- Los/as estudiantes deben llegar a tiempo. No deben llegar mas de cinco minutos tarde. Cada tres veces que un/a alumno/a llegue tarde se contarán como una ausencia.
- No se aceptarán teléfono celulares en clase. Cada estudiante debe asegurarse que su celular esté apagado cuando comience la clase.

Academic Honesty: The Department of Hispanic Studies fully supports and adheres to all university policies and procedures regarding academic honesty (cheating, fabrication, plagiarism, etc). The work you submit in this class is expected to be your own. If you submit work that has been copied without attribution from some published or unpublished source including the Internet, or that has been prepared by someone other than you, or that in any way misrepresents somebody else's work as your own (e.g. translation without proper attribution), you will face severe discipline by the university. For more information consult: <http://www.uh.edu/dos/hdbk/acad/achonpol.html>

University of Houston Grading Scale:

A	93-100	B	83-86	C	73-76	D	63-66
A-	90-92	B-	80-82	C-	70-72	D-	60-62
B+	87-89	C+	77-79	D+	67-69	F	< 60

Horario tentativo de lecturas

- 8-28 Introducción al curso y a la narrativa. -- Don Juan Manuel: "Lo que sucedió a un mozo que casó con una muchacha de muy mal carácter" 42-45.
- 8-30 Ricardo Palma: "La camisa de Margarita" 45-50.
- 9-4 Emilia Pardo Bazán: "Las medias rojas" 50-53 y otros cuentos en blackboard.
- 9-6 Julio Cortázar: "La noche boca arriba" 61-67.
- 9-11 Juan Rulfo: "No oyes ladrar los perros" 68-72.
- 9-13 Mario Benedetti: "El hombre que aprendió a ladrar" y "El otro yo" 73-75 y Augusto Monterroso: "El paraíso imperfecto," "La rana que quería ser una rana auténtica" y El mono que quiso ser escritor satírico" 76-79.
- 9-18 Ana María Matute: "Pecado de omisión" 79-80.
- 9-20 Isabel Allende: "La Mujer del juez" 94-101.
- 9-25 Gabriel García Márquez: "La santa" (Blackboard)
- 9-27 la película *Milagro en Roma*
- 10-2 Continuación de García Márquez.
- 10-4 Miguel de Unamuno: *San Manuel Bueno, Mártir* 110-135.
- 10-9 Miguel de Unamuno: *San Manuel Bueno, Mártir* 110-135.
- 10-11 **PRIMER EXAMEN**

10-16 Introducción a la poesía: 137-160 **ENTREGAR UN PARRAFO CON EL TEMA DEL PRIMER ENSAYO Y LA BIBLIOGRAFIA (5% de la nota)**

10-18 *Poesía mística* Santa Teresa de Jesús 179-181 y San Juan de la Cruz 181-183.

10-23 Garcilaso de la Vega: "Soneto XXIII" 178, Luis de Góngora: "Soneto CLXVI" 185 y Sor Juana Inés de la Cruz: "A una rosa" 191-192. **ENTREGAR EL BORRADOR DEL PRIMER ENSAYO (15% de la nota)**

10-25 Gertrudis Gómez de Avellaneda 195-98 y José Martí 200-201.

10-30 Pablo Neruda poemas en Blackboard **ENTREGAR LA VERSION FINAL DEL ENSAYO (80% de la nota)**

11-1 Nancy Morejón 246-249.

11-6 Introducción al teatro y Federico García Lorca *La casa de Bernarda Alba* 335-371.

11-8 La casa de Bernarda Alba.

11-13 La casa de Bernarda Alba.

11-15 Osvaldo Dragún "Historia de un hombre que se convirtió en perro" 320-326.

11-20 Paloma Pedrero "Resguardo personal" 327-335

11-27 Introducción al ensayo y Mariano José de Larra: "Vuelva Ud. mañana" 389-399. **ENTREGAR UN PARRAFO CON EL TEMA DEL SEGUNDO ENSAYO Y LA BIBLIOGRAFIA (5% de la nota)**

11-29 Eva Perón "Los obreros y yo" 422-426.

12-4 Rosario Castellanos: "Y las madres, ¿Qué opinan?" 409-12 y Rosario Ferré: "La autenticidad de la mujer en el arte" 413-18. **ENTREGAR EL BORRADOR DEL PRIMER ENSAYO (15% de la nota)**

12-6 repaso

12-11 **ENTREGAR LA VERSION FINAL DEL ENSAYO (80% de la nota)**

Final Exam: martes 18 de diciembre de 11-2.