

New Course Proposal Form

Directions:

- A. Complete this form.
- B. Attach a syllabus or course guidelines that includes
 - a. list of measurable student learning outcomes
 - b. information on how outcomes will be assessed including descriptions of reading and writing activities, projects, presentations, testing, etc
 - c. list of course requirements such as attendance, assignments, etc
- C. Have your proposal reviewed by the appropriate department and school/college committee.
- D. Submit your proposal to the University Curriculum Committee in care of the Office of Academic Affairs.

Form information:

1. Department/Program: International Languages and Cultures
2. Course Information:

<u>ILC</u> Prefix	/	<u>3000</u> Number	/	<u>Study Abroad: Advanced Level I</u> Title
<u>1-13 / High intermediate or advanced level in appropriate</u> <u>language and permission of department chair</u>				
<u>1-13</u> Credit Hours		<u>High intermediate or advanced level in appropriate</u> <u>language and permission of department chair</u> Prerequisites		
3. Catalog Description for the catalog: (This description should briefly describe the basic content of the course as it will be offered.)

Advanced level language study program offered abroad by Webster University or in cooperation with an approved study abroad program.
4. May students repeat this course for credit? If so, are there limits?

May be repeated once for credit if content differs, with permission of department chair.
5. What is the rationale for adding this course?
 - a. How does it support the philosophy and enhance the curriculum of your department?

This course is necessary for students who wish to do a study abroad but are not at either the 2000 or 4000 level. All majors in language are required to do a study abroad that enhances their language skills and culture.
 - b. How does it relate to the overall University curriculum?

It adds more possibilities for study abroad.
6. Should this new course be considered for General Education coding? No

If yes, attach the Application for General Education Coding Form.
7. Staffing requirements:
 - a. Qualifications necessary for instructor Adjunct or Full-time, approved by the department chair and specialized in the language of the program__
 - b. What staffing changes, if any, will be necessary to offer this additional course?

None.

8. When will this course be initiated? Summer 08 How often will it be taught? At least once a year What sites are likely to offer this course? Webster Groves.

9. Does this course affect degree requirements in your, or any other, department/program's major, emphasis, minor, or certificate. No
If yes, please attach corrected catalog copy for approval.

10. List any existing University course(s), undergraduate or graduate, which are similar in title and /or subject matter and explain how this course differs from them.

ILC 2000 and ILC 4000
Different language skill levels

11. Are University resources adequate to support this course? (library holdings, space, specialized, equipment, etc.) Yes If not, what additions are necessary?

12. What course(s), if any, will be dropped to make room for this course? _

None.

13. What entities (department, college/school) have reviewed and approved this proposal?

Department of International Languages and Cultures
College of Arts and Sciences

Signatures:

Mary O'Donnell for Graciela Cosvalán 4-9-08
Department/ Program Chairperson Date

Janita Gay 4/14/08
Dean of College/School Date

JJ All 15 April 2008
Chair/Curriculum Committee Date

April 9, 2008

Curriculum Committee,

Study abroad courses are conducted by various institutions. They usually include courses on grammar, conversation, literature, history, culture, etc.

I have attached sample syllabi for our grammar, conversation and literature courses.

Thanks,

A handwritten signature in blue ink that reads "Mary O'Donnell". The signature is written in a cursive style with a large, looped "O" in the middle name.

Mary O'Donnell
For Graciela Corvalan

Department of International Languages and Cultures -- Webster University

SPAN 3100.01 – SPAN 3101.01 -- Spring 2008

Advanced Spanish 2 + – “Review Grammar and Composition”

Mondays and Wednesdays – from 2:30 to 3:50 p.m.

Workshop -- Wednesdays, 1:00 - 1:50 p.m. or 1:30 -2:20 p.m.

Dr. Graciela N.Vico Corvalán -- WH 340

968-7053 (314)

corvalgv@webster.edu

corvalgv@sbcglobal.net

Office hours: Mondays before our class, Wednesdays after the class, or by appointment.

General Education Goal: Cultural Understanding

Entrance competency: Between high intermediate and low advanced (ACTFL Proficiencies Guidelines, 1986, 1999)

Text: **Repase y escriba:** Curso avanzado de gramática y composición, de Casteli/Dominicis/Reynolds, 5ta. edición
Additional materials on grammar, reading and writing topics

Course Objectives:

- * Improve grammar skills through and in depth review of grammar and syntactical structures
- * Improve reading and oral skills with texts that model grammar and syntactical structures, introduce new vocabularies and idioms, and stimulate analysis and discussion
- * Improve writing skills by practicing different types of writing assignments, from the more informal letter to the more formal essay
- * Foster in students a deep understanding and appreciation for the Spanish language and Hispanic culture(s)

Guidelines:

- * Unexcused absences will not be accepted
- * Students will be responsible for all materials assigned in class as well as all materials distributed in class
- * Students are expected to study (outside of class time) a minimum of 6 hours per week. Assignments will reflect this expectation
- * Compositions must be typed-written, double-spaced, and spelled-check. No hand-written compositions will be accepted unless they are written in class
- * No late work will be accepted unless previously arranged with the instructor, including examinations
- * Students must keep a folder with all the semester's work
- * Students will be responsible for oral presentations on the textbook readings as well as reaction short papers on the readings
- * Students will be responsible for sharing news items pertaining to the Spanish-

speaking world

Policies:

Webster University Plagiarism Policy Statement:

Webster University strives to be a center of academic excellence. As part of our Statement of Ethics, the University strives to preserve academic honor and integrity by repudiating all forms of academic and intellectual dishonesty, including cheating, plagiarism and all other forms of academic dishonesty. Academic Dishonesty is unacceptable and is subject to a disciplinary response. The University reserves the right to utilize electronic databases, such as Turnitin.com, to assist faculty and students with their academic work.

Webster University Class Attendance Policy:

Webster University reserves the right to involuntarily drop enrolled students from classes that they do not attend during the first week of classes. Attendance requirements are set by the instructor and, as a general rule, students are expected to attend all class sessions of every course. In the case of unavoidable absence, the student must contact the instructor. The instructor may give ample warning to the student and then recommend that the student withdraw from the course. The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences.

Students with Disabilities: Obtaining Accommodations

At the Webster Groves Campus, Webster University charges the Academic Resource Center (ARC) with helping admitted students with documented disabilities to acquire the accommodations, auxiliary aids, and modifications required to afford them access to information and opportunity for success in mainstream Webster programs equal to that enjoyed by Webster students without such disabilities. The ARC is also charged with monitoring, and overseeing the delivery of services to admitted students with disabilities at the Webster Groves Campus.

At extended Webster sites, the Academic Resource Center Director acts as a consultant to site directors or their designees as they help admitted students with disabilities acquire the accommodations, auxiliary aids, and modifications required to afford them access to information and opportunity for success in mainstream site programs equal to that enjoyed by site students without such disabilities. The site directors or their designees monitor and oversee the delivery of services.

ILC Department Attendance policy – as stated on the minutes of Nov 28, 06:

"If you miss more than the equivalent of 2 calendar weeks of a semester class, or 1 session of an 8-week class, you fail the course." Tardiness will affect grades. Exceptions to the policy will be at each instructor's discretion."

Recognition Credit Policy:

Students who enrolled in their first international language course -- other than beginning level 1 -- at Webster University, and complete the course with a grade of B or better, will be awarded recognition credit. Up to 12 recognition credit hours may be earned.

Pass/Fail:

Students who wish to take this course pass/fail must complete appropriate documentation in the ILC office with the head of the office and the instructor by the end of the second week of class.

Evaluation:

Attendance and participation	25 %
Written assignments / Compositions / Essays /etc.	30 %
Quizzes / Chapter tests / mid -term and final exams	45%

PROGRAMA TENTATIVO DEL CURSO -

Semana 1 -- Enero

* 14 -- Introducción al curso: programa, requisitos, exámenes, presentaciones, etc.
Repaso del capítulo 6 -- lectura y el subjuntivo, en particular el subjuntivo en oraciones subordinadas adverbiales. Entregar hojas. Ejercicios. Tareas:

* 16 -- TALLER: Repaso de las reglas del acento escrito y de la ortografía. Dictado. Otros signos de puntuación -- la coma. Tareas:

Semana 2 -- Enero

* 21 -- No hay clase - Feriado

* 23 -- Repaso de la lectura del cap. 6 -- vocabulario, ejercicios. Tareas: **Composición # 1**. Otras tareas:

TALLER: Equivalentes en español de "to become". Signos de puntuación -- el punto y coma.. Tareas:

Semana 3 -- Enero

* 28 -- Entregar **composición #1. Presentación # 1** sobre el cap. 6. Empezar el cap. 7 -- el artículo definido, Ejercicios. Tareas:

* 30 -- Continuar con el cap. 7. El artículo definido. El neutro "lo". Ejercicios. Tareas:

TALLER: Ciertos prefijos y sufijos del griego. Tareas:

Semana 4 -- Febrero

* 4 -- Continuar con el cap. 7 -- Las preposiciones. Usos de la preposición "a". Ejercicios. Tareas:

* 6 -- Terminar el cap. 7 -- La lectura, ejercicios, conversación. Ejercicios. Tareas: **Composición # 2**, ejercicios. y estudiar los artículos del cap. 7 para una prueba.. Ver la película española *Mar adentro* en el laboratorio o planear de verla el viernes todos juntos.

TALLER: Distinciones: "parecer", "parecerse a". Otros signos de puntuación. Tareas:

Semana 5 -- Febrero

* 11 -- Entregar la composición # 2. **Pruebita # 1**, cap. 7. -- Comenzar el cap. 8 -- preposiciones II. Usos de la preposición "de". Ejercicios. Tareas:

* 13 -- Revisar la prueba # 1. **Presentación # 2** sobre el cap. 7. Continuar el cap. 8 -- Terminar con la prep. "de" y trabajar la prep. "con". Ejercicios. Tareas:

TALLER: Formación de los sustantivos abstractos. Distinciones: modismos con la palabra "atención". Tareas:

Semana 6 -- Febrero

* 18 -- Continuar con el cap. 8. Usos de la preposición "en". Ejercicios. Tareas

* 20 -- Terminar el cap. 8. Lectura, vocabulario y ejercicios. **Presentación # 3** sobre un tema del cap. 8. Tareas: **Composición # 3**. Hacer ejercicios. Prepararse para una pruebita sobre el cap. 8 (y parte del 7) -- sobre las preposiciones.

* TALLER: El diálogo. Ejercicios. Tareas:

Semana 7 -- Febrero

* 25 -- Repaso y **pruebita # 2**. Entregar la composición # 3. Empezar con el cap. 9 -- generalidades sobre los usos de "por" y "para". Ejercicios. Tareas:

* 27 -- Continuar con el cap. 9. Los usos de "para". Ejercicios. Tareas:

TALLER: Sustantivos formados con el sustantivo pasado o pasivo. Ejercicios. Tareas:

Semana 8 -- Marzo

* 3 -- Repaso para el examen de mitad de semestre. Repasar los cap. 6/7 y 8. Ejercicios.

* 5 -- Repaso y examen **de mitad de semestre**. Tarea: **Composición # 4** sobre un tema del cap. 9 o 10. Otras tareas:

TALLER: Equivalentes en español de "to take". Ejercicios. Tareas:

Vacaciones de primavera -- del 10 al 14 de marzo

Semana 9 -- Marzo

* 17 -- Revisar el examen. Entregar la **composición # 4**. Continuar con el cap. 9. Usos de

"por". Ejercicios. Tareas: repaso de "por" y "para".

* 19 -- **Presentación # 4** sobre un tema del cap. 9. Terminar el cap 9. Preposiciones compuestas. Ejercicios. Tareas: Estudiar para una prueba del cap. 9. Otras tareas:

TALLER: La narración. Ejercicios. Tareas:

Semana 10 -- Marzo

* 24 -- Repaso y **Prueba # 3** sobre el cap. 9. Empezar con el cap. 10. La posición de los adjetivos. Tareas:

* 26 -- Continuar con el cap. 10. La posición de los adjetivos, con mayores complicaciones. Ejercicios. Tareas:

TALLER: La formación de adjetivos. Equivalentes en español de "to grow" y "to raise". Ejercicios. Tareas:

Semana 11 -- Marzo - Abril

* 31 -- Revisar la prueba sobre el cap. 9. Aclaraciones. Continuar con el cap. 10. **Presentación # 5** sobre el cap. 10. Ciertos adjetivos y su posición (antes o después). Posición de dos o más adjetivos descriptivos. Ejercicios. Tareas:

* 2 -- Terminar el cap. 10. Formas de los superlativos absolutos. Formas alternativas. Trabajar en la lectura de este capítulo -- vocabulario y ejercicios. Tareas: **Composición # 5**: una descripción. Otras tareas: Repaso del cap. 10 para prueba # 4.

TALLER: La descripción: retratos y autorretratos de personas y animales. Descripciones de lugares. Tareas:

Semana 12 -- Abril

* 7 -- Repaso del cap. 10 y **prueba # 6** sobre el cap. 10. Entregar la **composición # 6** sobre una descripción. Comenzar el cap. 11. Usos del futuro simple. El futuro de probabilidad o conjetura. Ejercicios. Tareas:

* 9 -- Revisar la prueba. Repaso de las composiciones. Aclaraciones. Continuar el cap. 11. Usos del condicional. Ejercicios. Tareas:

TALLER -- Vocabulario comercial. Las cartas personales y comerciales. Tareas:

Semana 13 -- Abril

* 14 -- Continuar con el cap. 11. **Presentación # 6.** El futuro y el condicional perfecto. Usos para expresar probabilidad. Ejercicios. Tareas:

* 16 -- Continuar con el cap. 11. Ejercicios y aclaraciones. La lectura del cap. 11 -- vocabularios y ejercicios. Tareas: **Composición # 7**, sobre un tema del cap. 11. Otros ejercicios.

TALLER: Distintos significados y usos de la palabra "cuenta". Tareas: escribir dos cartas; una comercial y otra personal.

Semana 14 -- Abril

* 21 -- Entregar la composición # 5. Repaso del cap. 11. Otros modos de expresar conjetura y probabilidad. **Presentación # 7** (si es que fuera necesarios). Empezar el cap. 12. Verbos reflexivos. Ejercicios. Tareas:

* 23 -- Continuar con el cap. 12. El "se" impersonal. Ejercicios. Tareas:

TALLER: La contribución de las lenguas indígenas al español. Ejercicios. Tareas:

Semana 15 --Abril

* 28 -- Repaso y aclaraciones. Ejercicios y tareas.

* 30 -- Repaso y aclaraciones. Ejercicios y tareas.

TALLER: Repaso de las reglas del acento. Ejercicios. Dictados de práctica.

Semana 16 -- Mayo

Fecha del examen final: Miércoles, 7 de mayo, de 1:00 a 3:00 p.m.
Repaso y examen final sobre los cap. 9/10 y 11.

¡Que tengan unas muy buenas vacaciones de invierno!

Hasta el próximo semestre

Note: This syllabus is subject to change at the discretion of the instructor.

CONVERSACIÓN AVANZADA EN ESPAÑOL – SPAN3170 (3 credits)
COURSE INFORMATION

Otoño 2007

Sección: 01 Hora: 3:00-4:20 Días: TR Aula: WEBH _____

INSTRUCTORA: Nancy Cloutier-Davis

OFICINA: WH 338

TELÉFONO: (636)-949-4183

HORAS DE

OFICINA: Tuesday and Thursday at _____, or by app.

E-MAIL: nancycloutier@hotmail.com , Ncloutierdavis@lindenwood.edu o
cloutien@webster.edu

OBJETIVOS

DEL CURSO:

* Desarrollar las habilidades de comprensión auditiva y de lectura apropiadas para un nivel avanzado (textos periodísticos, culturales y literarios adecuados).

* Desarrollar las habilidades de escritura y de comprensión oral apropiadas para un nivel avanzado.

* Desarrollar la sensibilidad y el entendimiento de la cultura, la diversidad cultural y los valores de la segunda lengua en la mente de los alumnos a través del uso de material auténtico y diferentes ejemplos tomados del mundo hispano-hablante.

* Motivar a los alumnos a que estudien y continúen estudiando la segunda lengua en un medio afable y amistoso.

META DE EDUCACIÓN

GENERAL: Comprender la cultura y el idioma de la segunda lengua.

LIBROS Y

OTROS RECURSOS: * *¡A que sí!* Textbook and Workbook (García-Serrano et al.) 3ed.
* All photocopies distributed by the instructor, which will include additional readings and complimentary grammar reviews.
* An appropriate level Spanish/English Dictionary

NOTAS:

The final grade will be determined as followed:

Class work:

Assignments	15%
Oral presentations (2)	20%
Workbook and class participation	20%

Examinations:

Vocabulary Tests (?) and Quizzes (3)	30%
Final exam (vocabulary, gram., culture)	15%

GRADING SCALE:	A	94-100%	C+	79-80%
	A-	90-93%	C	76-78%
			C-	74-75%
	B+	88-89%	D+	72-73%
	B	83-87%	D	70-71%
	B-	81-82%	F	Below 70%

A Pass/Fail grading system is available in this course. However, a minimum of 76% is required to obtain a Pass. The student must make his/her decision in the first week of the semester and fill out the necessary documentation.

CLASS POLICIES: * Please note that **this course stresses oral work and active class participation on a daily basis (individual presentations, group discussions, orals skits, role plays, etc)**, therefore preparedness, punctuality, regular attendance and students' complete attention are necessary components of this course.

* If you **miss 3 times or more without appropriate excuse, 5% points will be deducted** from your final grade. Further absences will be noted and can result in the withdrawal of the student; it is left to the instructor's discretion.

* All **assigned homework** (study, oral and written assignments) will be expected to be **completed for the following class**. For example, it is your responsibility to study the assigned grammar points from the textbook, to complete the written activities in both textbook AND workbook, and to learn the vocabulary and its meaning in English, **BEFORE** the next class. **COME IN PREPARED AND YOU'LL LEARN MUCH FASTER!**

* If you, for any reason, miss a class, it is your responsibility to contact the instructor or a classmate to inquire upon homework and material seen in class. Student Phone Number

ASSIGNMENTS: Assignments must be done in accordance with the instructor's wishes, and **deadlines are to be respected**. Unless a valid excuse is presented, late assignments will not be deferred and will also be recorded as an 'F'. Prefer compositions to be typed.

TESTS/EXAMS: * No make up test or examination will be allowed.
 PLAGIARISM: Plagiarism is a serious offence, the penalty for which is an F on the Assignment, and possibly also an F in the course, academic probation, or requirement to withdraw.

- * Work submitted was done, in whole or in part, by someone else.
- * Parts of the work are taken from another source without reference to the original author.

PLANIFICACIÓN DEL CURSO (provisional)

Otoño--SPAN3170

Este plan es provisional y la instructora puede cambiarlo según las necesidades de la clase.

Agosto	21	Presentación del curso			
		Unidad I:			
		Capítulo 1: El tiempo libre	30		Capítulo 8: Represiones: denuncias y resistencias
	23	Capítulo 1		Nov. 1	Capítulo 8
		Capítulo 2: Ritos, ceremonias y celebraciones	6		Película 3
	28		8		Película 3
	30	Capítulo 2			
Sept.	4	Película 1	13		Capítulo 9: Tomar las armas
	6	Capítulo 3: Espacios de vida	15		Capítulo 9 y repaso
		Capítulo 3 y repaso	20		prueba 3
	11		22		Capítulo 10: Lengua e identidad
	13	prueba 1			
		Unidad II :			
	18	Capítulo 4: Ellos y nosotros	27		Capítulo 10
	20	Capítulo 4	29		Capítulo 11: Desarraigos o Capítulo 12: En primera Persona
		Capítulo 5: Ellas y ellos			
	25				
	27	Capítulo 5			
			Dic. 4		Capítulo 11 ó 12
Oct.	2	Película 2	6		Repaso
	4	Capítulo 6 : En familia			
		Capítulo 6			
	9				
	11	prueba 2			
					Examen Final:
					el ____ de diciembre
					de las _____ a las _____
	16 y 18	Vacaciones de otoño			
		Unidad III: Capítulo			
	23	7: Geografía e Historia			
		Capítulo 7			
	25				

Workbook: Be sure to keep up with the assigned homework after each class so you see a *progress* in your Spanish skills. The goal of the workbook is to provide structured grammatical and vocabulary activities that you can do at home. ¡OJO! On the days of quizzes as well as of the final exam, the *cuadernos* will be picked up by the instructor to verify. To get all your points, all assigned activities have been completed AND corrected. The instructor will provide the Answer Key for you to auto correct yourself before each quiz.

ORAL PRESENTATIONS

Presentations should last between 15 and 20 minutes (3-3½ pages long, double-spaced, **TYPED**). The final written version of each presentation must be given to the instructor for review **at least one class before the student is to present**. A final copy, with corrections made and containing a bibliography of 4-6 sources (**maximum of 2 web sites**), will be handed in on the day of the presentation.

- Let the instructor know in advance what A/V equipment you will need (projector, maps, etc.). **If you plan to use a computer, arrive early and make sure it all works before class.**
- Let the instructor know your subject as early as possible. **No two students can have the same or similar topics.** First come first served!
- If you are using difficult terms, it is requested that you **prepare a “reference or vocabulary sheet” for the other students.**
- It is strongly recommended that you talk to the instructor (phone, e-mail, etc.) for help and suggestions at any stage of this project, particularly a few days before your presentation.

Los temas generales de las primeras presentaciones son:

“Cultura popular : Creencias y vivencias” y “Encuentros y desencuentros”

Ejemplos:

- **Celebraciones, ceremonias o ritos no estudiados en clase:** Fiesta folklórica de Cobán; Guatemala; la tomatina en España la Virgen de Guadalupe en México; Intiraymi en Perú; Orishas; el peregrinaje o camino de Santiago de Compostela; la semana santa en América latina; Cinco de mayo: ¿aquí? ¿en México?
- **Ocio:** el fútbol, jai alai, corridas de toros
- **Espacio de vida:** la iglesia latinoamericana; las calles de Habana la Vieja; los campos de tabaco y de plátano y sus trabajadores
- **La tradición alimenticia:** la cocina de un país, las bebidas tradicionales en América latina (chicha, pulque, mate de coca, café, tequila, etc...); ingredientes latinoamericanos: el maíz, la yuca, el frijol y el cacao por la historia y/o las regiones
- **Mundo de las artes:**
 - Arquitectura: Gaudí en España, Louis Barragán en México...
 - Literatura/autores: García Márquez, Cervantes, Neruda, Allende,...
 - Actores: Antonio Banderas, Penélope Cruz, ...
 - Artistas hispanos: Dalí, Picasso, Diego Rivera, Velázquez, Goya, el Greco, ...
 - La pintura de la Revolución Mexicana, de las revoluciones españolas u otras...
 - Música/baile y músicos: el vallenato colombiano, la afrocubana, la tejana, el guaguancó, el tango, el flamenco, la salsa, el merengue, la cumbia,... cantantes (Social Club Buena Vista, Ricky Martín, Selena, Manu Chao, etc...)
- **Grupos marginados:** los garífunas; los negros de Ecuador; los haitianos en la República Dominicana; los asiáticos / europeos / otras culturas en América latina; diferencias religiosas en un país (¿conflictos?)
 - Estereotipos de un grupo en América latina o España
 - Civilización de los mayas, aztecas, incas (como cultura “avanzada” y no “descubierta”; sus contribuciones hasta hoy)
- **La familia:** Diferentes papeles de la mujer latinoamericana por la historia; la familia hispana (parientes) en el pasado y en la actualidad; La edad “ideal” para casarse: zona rural o urbana de un país, o según la etnicidad
- **Feminismo:** El feminismo en América Latina; ejemplos de feministas o de mujeres fuertes en Latinoamérica (¡hay muchísimos ejemplos!)

FALL 2006

**SPAN 3250.01 - Introduction to Literature : Short Stories from Spain and Spanish
America**

Tuesdays and Thursdays from 1:30 to 2:50 p.m. - WH

Instructor: Dr. Graciela N.V. Corvalán
WH 340 - 314-968-7053
corvalgv@webster.edu
corvalgv@sbcglobal.net

Text: *Sorpresas*, Elena Olazagasti-Segovia (third edition)

Other: a "packet of materials" with photocopies of various articles as well as additional short stories

Films on DVD and videos with interviews with authors.

General Education Goals: Cultural Understanding and Humanities

Entrante competency: high intermediate to low advanced (ACTFL Proficiency Guidelines, 1986, 1999)

Objectives:

- * Introduce students to the complexities of Spanish America's and Spain's culture contexts and literary history
- * Foster in students cultural awareness and sensitivity
- * Develop understanding and appreciation for literatura. Students will be able to comprehend the main idea(s) or theme(s) as well as details (store and plot, characters, narrador/s and point of view, forms of discourse, etc.)
- * Encourage students to question the texts (fictional representations) by using appropriate tools for literary análisis. Students will be exposed to the most important forms/ approaches of literary analysis
- * Encourage students to read for pleasure as well as meaning
- * Stimulate creativity through research projects (oral presentations, compositions and short essays)

Guidelines:

- * Attendance and active participation are required. Unexcused absences will not be accepted
- * Students will be responsible for all materials assigned in class as well as materials distributed in class
- * Close-reading of texts is expected. All assignments need to be turned in on time
- * Each student will be responsible for two oral presentations/guide class discussions
- * Students will have to complete several written assignments such as compositions, short essays, short vocabulary quizzes, and a mid-term and final exams
- * Students are expected to study (outside of class time) a minimum of 8 hours per week. Assignment will reflect this expectation
- * All students need to have a very good Spanish/English- English/Spanish dictionary

Evaluation:

Attendance and participation	20%
Written assignments	30%
Oral presentation(s)/summary	20%
Quizzes, mid-term and final exams	30%

Syllabus:

WEEK 1 - August 22/24

* Introduction to the course. Element of literary theory. The case of the short story: Horacio Quiroga, Borges and Cortázar (see packet for these materials). Assign: "Borges y yo" and "Los dos reyes y los dos laberintos". Prepare for class discussion.

* Work on Borges' short stories. Exercises and vocabulary. Brief references to "Las ruinas circulares" by Borges. Assign: "Como una Buena madre" and three mini short stories by Ana M. Shua. Vocabulary, structures, themes (see packet for materials). Announce the visit of Dr. Federica D. Colavita, an Argentine scholar living and teaching in Italy.

WEEK 2 - August 29/31

* Visit by Dr. Federica D. Colavita, who will talk about "The Element/s of Surprise in Borges and Shua". References to "Ruinas circulares" by Borges and the theme of "paternity" and "Como una buena madre" by Shua and the theme of maternity. Read and discuss in class "Bebé voraz", "Sapo y princesa" and "Fiel a sí misma" by Shua. Assign: Review the short stories by Borges and Shua. Written exercises.

* Work in class on Borges and Shua's short stories. Vocabulary, element/s of surprise, characters, structure, themes. Prepare for vocabulary quiz # 1. Written exercises. Oral presentations/s:

WEEK 3 - September 5/7

* Review vocabulary for Quiz # 1. **Vocabulary Quiz #1** on Borges and Shua's short stories Pre-reading exercises for text #1. Assign "El crimen perfecto" by E. Anderson Imbert, and written exercises in textbook.

* Review in class Vocabulary Quiz # 1. Work on "El crimen perfecto". Review exercises in class. Conversation. Pre-reading exercises for text # 2 (text). Assign: "La casa nueva" by Silvia Molina, and written exercises. Oral presentation/s:

WEEK 4 - September 12/14

* Work on "La casa nueva (Silvia Molina). Exercises and conversation. Assign **Composition Topic #1**. Written exercises.

* Turn in composition #1. Work on text #1 and #2 (in textbook) and prepare for short Vocabulary Quiz # 2 on "El crimen perfecto" and "La casa nueva". Oral presentation/s:

WEEK 5 - September 19/21

* Review composition #1 in class. Review vocabulary for **Vocabulary Quiz #2**. Pre-reading exercises for text #5. Assign "Presagios" by J. Alcántara Almánzar and written exercises. Students prepare for class discussion on "El crimen perfecto" and "Presagios". Comparing two stories.

* Review vocabulary quiz # 2. Work on "Presagios" by J. Alcántara Almánzar. Review exercises in class. A comparison of the two stories: "El crimen perfecto" and "Presagios". Conversation. Assign "Continuidad de los parques" (photocopy), a short story by Julio Cortázar. Exercises. Oral presentation/s:

WEEK 6 - September 26/28

* Work on "Continuidad de los parques". The element/s of surprise and the 'the fantastic' in Argentine literature. Vocabulary and exercises. Pre-reading exercises for text #3. Assign "Una carta de familia" by Alvaro Menén Desleal, and written exercises.

* Work on "Una carta de familia". Conversation and exercises. Pre-reading exercises for text #6. Assign "El aventurero" by Igor Delgado Senior. Assign a **short essay #1** on "El elemento de sorpresa y la literatura fantástica argentina -- Borges, Shua y Cortázar" Oral presentation/s:

WEEK 7 - October 3/5

* Turn in essay # 1. Work on "El aventurero" by Igor Delgado Senior). Review exercises in class. Pre-reading exercises for text # 8. Assign this "El forastero y el candelabro de plata", and written exercises.

* Review short essay # 1 in class. Work on "El forastero y el candelabro de plata" by Gastón Suárez. Review exercises in class. Assign **composition topic # 2**. Oral presentation/s:

WEEK 8 - October 10/12

* Review for mid-term exam: the short story genre, literary structure, main theme(s), narrator(s), point of view, tone, etc. Assign mid-term exam: work on "Una carta de familia", "El aventurero" and "El candelabro de plata" (text) and "Continuidad de los parques" by Julio Cortázar.

* **Mid-term exam:** texts # 3, #6, #8, and text by Cortázar -- Identifications, vocabulary, style and content.

FALL BREAK

WEEK 9 - October 24/26

* Review mid-term exams in class. Film/video: El silencio de Neto (Guatemala) or Romero (Estados Unidos, 1989). Pre-reading exercises for text # 9. Assign "Espuma y nada más" by Hernando Téllez, and written exercises.

* Evaluation of course and students' progress. Work on "Espuma y nada más" by Hernando Téllez). Review exercises in class. Pre-reading exercises for a text by G. García Márquez. Assign "Un día de estos" (photocopy), and exercises. Background information on 'La violencia' in Colombia. Start planning your essay #2. Oral presentation/s:

WEEK 10 - October 31 and November 2

* Work on "Un día de estos". Conversation and exercises. On "magical realism" in Latin America. Work on text by Alejo Carpentier. Assign a **short essay #2** on the topic: "Una comparación de "Espuma y nada más" y "Un día de estos" (keeping in mind the film El silencio de Neto or Romero).

* Oral review of essays in class. Class discussion. Pre-reading for text # 4. Assign "Los mejor calzados" by Luisa Valenzuela, and written exercises. Oral presentation/s:

WEEK 11 - November 7/9

* Work on "Los mejor calzados" by Luisa Valenzuela. Review exercises in class. Background on Argentina military years during the 70s. Assignment: look for information on Argentina during the "dirty war".

* Film/video: Hecho en la Argentina (Argentina, 1986) or La historia oficial (Argentina, 1985). Pre-reading exercises for text #10. Assign "Caminos" by Ana María Matute, and written exercises. Assign a **composition topic # 3**. Oral presentation/s:

WEEK 12 - November 14/16

* Turn in composition # 3. Work on "Caminos" (Ana María Matute). Review exercises in class. Assign **vocabulary quiz # 3** on texts #9, #4. #10.

* Review and **vocabulary quiz # 3**. Pre-reading exercises for text # 11. Assign "Pocillos" by Mario Benedetti, and written exercises. Oral presentation/s:

WEEK 13 - November 21/23

* Oral review in class of vocabulary quizzes. Work on "Pocillos" by Mario Benedetti. Review written exercises in class. Pre-reading exercises on text #12. Assign "Ensayo de comedia" by Marina Mayoral", and written exercises. **Composition topic # 4**.

*Thanksgiving Break. No class.

WEEK 14 - November 28/30

* Oral review in class of compositions. Work on "Ensayo de comedia" by Marina Mayoral. Review exercises in class. Start reviewing for final exam. Topics will be assigned. Assign "El eclipse" de Augusto Monterroso (photocopy/packet), and written exercises.

* Work on "El eclipse". Conversation and exercises. Continue review for final exam. Oral presentation/s:

WEEK 15 - December 5/7

* A film, to be announced.

* Evaluation of the course. Review for final exam. Oral presentation/s:

WEEK 16 - Semana de exámenes -.¡Muy buena suerte!

Fecha: 14 de diciembre - jueves.

Hora: 10:30 - 12:30 p.m.

¡FELICES FIESTAS Y FELICES VACACIONES!

* This syllabus in subject to change at the discretion of the instructor.