

ARIZONA WESTERN COLLEGE
SYLLABUS

SPA 265 SURVEY OF SPANISH AND SPANISH-AMERICAN LITERATURE

Credit Hours: 3 Lec 3

General Education Course: C (Ethnic/Race/Gender Awareness)

PREREQUISITE: SPA 202 or 204 or near-native fluency in Spanish or high school equivalency from a Spanish speaking country

NOTE: All coursework is in Spanish

COURSE DESCRIPTION

Survey of selected literature from Spain and Spanish-America. Study of literary movements includes poetry, prose, and drama.

1. COURSE GOALS

- 1.1 Familiarize students with major Spanish and Spanish American writers and their historical backgrounds.
- 1.2 Integrate aspects of history, geography, art, language, culture, economics, and social issues as they relate to specific literary works and periods.
- 1.3 Expand the social and aesthetic consciousness of the student through the activities associated with studying ethnic, race, and gender awareness.
- 1.4 Organize ideas logically and meaningfully through oral and written discourse.

2. OUTCOMES

Upon satisfactory completion of this course, students will be able to:

- 2.1 identify and discuss literary movements in Spanish and Spanish-American literature.
- 2.2 identify and define the basic structural components of a literary text.
- 2.3 identify and apply basic strategies in the interpretation of literary texts of different genres.
- 2.4 identify the different literary texts, genres, and themes of the literary examples of the Hispanic world.
- 2.5 identify and discuss similarities and differences among peoples, cultures, social classes, and genders.
- 2.6 express orally and in writing their own interpretation and evaluation of the different literary pieces presented by using the model of analysis provided.

3. AWC GENERAL EDUCATION (GE) OUTCOMES3.1 DIGITAL LITERACY

- Determine the extent of information needed
- Comprehend the basic components of a networked computer system
- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Incorporate selected information into one's knowledge base
- Use information effectively to accomplish a specific purpose
- Create content in a digital environment

3.2 COMMUNICATION

- Utilize proper citations, evaluate critically, and use effectively relevant information for problem-solving and presentation of ideas, issues, and arguments

- Speak effectively to a purpose before an audience
- Demonstrate effective listening skills
- Demonstrate skill in using electronic media generally appropriate to contemporary academic and professional workplaces
- Produce scholarly or creative works that effectively employ the communication conventions and means of the major field
- Provide writing that presents a clear, specific thesis and awareness of audience
- Instructor evaluates written discourse for form, which includes overall organization, analysis, grammar, mechanics, punctuation, and style.
- Some assignments are completed in class and some are completed out of class.
- Assignments within each course are arranged in a sequence of increasing complexity/skill, where applicable.
- Total formal writing for the course consists of at least 3000 words, or about 12 pages.
- At least 33% of the student's grade in the course is based on revised written discourse.

3.3 CIVIC DISCOURSE

- Describe historical, cultural, and political issues relevant in contemporary local, national, and global communities
- Analyze how such issues affect various local, national, and global regions, communities, and individuals
- Include contemporary subject matter.
- Study that is concerned with an examination of culture-specific elements of a region, country or culture group. (The area studied must be non-U.S. and contributes to understanding contemporary society)
- Cross-cultural study with an emphasis on one or more foreign areas, including courses on such subjects as comparative religions, politics and international relationships.
- Study of non-U.S. centered cultural interrelationships of global scope, such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.
- Offer views of humanity from a multitude of perspectives.
- Engender an awareness of the universal aspects of humanity.
- Explore causes of prejudice and discrimination.
- Analyze traditional and evolving views of women, race, and ethnicity.
- Foster a cooperative atmosphere in which inclusive cultural relations may be improved.
- Include study of the social, economic, political, and/or psychological dimension of relations between and among ethnic, racial, and gender groups.
- Have history as a major focus.
- Examine past human events in a sequential manner.
- Use broad historical views, showing the interconnectedness of events/ideas/creations/themes/theories.
- Analyze sources of information that interpret human developments, ideas and institutions in the sequence or sequences of past events (example: a course that covers not only what happened in the past, but examines the historical influences that explain why this past occurred as it did or why present human developments have occurred).

4. METHODS OF INSTRUCTION

- 4.1 Reading assignments from textbook
- 4.2 Class lectures and discussions
- 4.3 Multi-media
- 4.4 Outside readings on assigned topics
- 4.5 Group discussions
- 4.6 Class presentations

5. LEARNING ACTIVITIES

- 5.1 Assignments
- 5.2 Oral presentations
- 5.3 Participation
- 5.4 Write essays
- 5.5 Complete quizzes and exams

6. EVALUATION

- 6.1 Class participation
- 6.2 Tests and quizzes
- 6.3 Essays
- 6.4 Oral presentation

7. STUDENT RESPONSIBILITIES

- 7.1 Under AWC Policy, students are expected to attend every session of class in which they are enrolled.
- 7.2 If a student is unable to attend the course or must drop the course for any reason, it will be the responsibility of the student to withdraw from the course. Students who are not attending as of the 45th day of the course may be withdrawn by the instructor. If the student does not withdraw from the course and fails to complete the requirements of the course, the student will receive a failing grade.
- 7.3 Americans with Disabilities Act Accommodations: Arizona Western College provides academic accommodations to students with disabilities through AccessABILITY Resource Services (ARS). ARS provides reasonable and appropriate accommodations to students who have documented disabilities. It is the responsibility of the student to make the ARS Coordinator aware of the need for accommodations in the classroom prior to the beginning of the semester. Students should follow up with their instructors once the semester begins. To make an appointment call the ARS front desk at (928) 344-7674 or ARS Coordinator at (928) 344-7629, in the College Community Center (3C) building, next to Advising.
- 7.4 Academic Integrity: Any student participating in acts of academic dishonesty—including, but not limited to, copying the work of other students, using unauthorized “crib notes”, plagiarism, stealing tests, or forging an instructor’s signature—will be subject to the procedures and consequences outlined in AWC’s Student Code of Conduct.
- 7.5 Texts and Notebooks: Students are required to obtain the class materials for the course.
- 7.6 Arizona Western College students are expected to attend every class session in which they are enrolled. To comply with Federal Financial Aid regulations (34 CFR 668.21), Arizona Western College (AWC) has established an Attendance Verification process for “No Show” reporting during the first 10 days of each semester.
Students who have enrolled but have never attended class may be issued a “No Show” (NS) grade by the professor or instructor and receive a final grade of “NS” on their official academic record. An NS grade may result in a student losing their federal financial aid.
For online classes, *student attendance in an online class is defined as the following* (FSA Handbook, 2012, 5-90):
 - Submitting an academic assignment
 - Taking an exam, an interactive tutorial or computer-assisted instruction
 - Attending a study group that is assigned by the school
 - Participating in an online discussion about academic matters
 - Initiating contact with a faculty member to ask a question about the academic subject studied in the course