

# **APPROACHES TO HISPANIC LITERATURE**

## **Course Information**

Fall 2005

SPW 3030-03

TR 2-3:15

Ref. No. 06624

DIF 216

**Co-requisite:** SPN 3332 or permission by instructor.  
Intermediate proficiency in Spanish.

## **Contact Information**

Professor: Brenda Cappuccio, Associate Professor of Spanish  
Office: Dffenbaugh 316A  
Hours: TR 1-2 and 4:30-5 + by appointment  
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## **Course Materials**

**Text:** Virgilio, Carmelo, Edward Friedman, Teresa Valdivieso.  
*Aproximaciones al estudio de la literatura hispánica.* 5th ed. Boston: McGraw Hill, 2003.

Available at the University Bookstore and at Bill's.

## **Course Description and Objectives**

This course is a bridge, a multi-genre introduction to literary analysis with readings, discussions, and writing assignments about Hispanic literatures. It is aimed toward students at an intermediate level as well as native speakers. "Approaches to Hispanic Literature" will continue the development of basic language skills and understanding of Hispanic cultures and will add the challenge of applying critical thinking skills to the writing and interpretation of Hispanic literature.

This course will provide students with the necessary tools for literary appreciation and interpretation in the field of Hispanic literary studies. Students will become familiar with the technical vocabulary of the literary critic and will gain understanding of the artistic, cultural, and political implications of literature in Spanish America and Spain. Discussions on the different periods, movements, and literary currents will complement the understanding of reading and interpreting the four basic genres: narrative, poetry, drama, and essay.

## **My Expectations for the Course**

This is one of my all-time favorite courses to teach. It's fun and exciting for me to watch you learn and use the new terminology, read with fresh eyes the works we select, and

begin to analyze literature critically. I think it's also interesting for you ... but it can be challenging. Here are some suggestions for being successful in this course:

- Read the assigned material. Give yourself enough time to internalize and think about it.
- Prepare for a quiz every single class period; think what you would ask if you were preparing the quiz.
- Review what you've read before class begins.
- Keep a running list of new terms as you run across them.
- Get to know the other students in the class; talk with them in Spanish.
- Do the outside assignments (memorizing your poem to recite, finding a good joke in Spanish, writing and rehearsing your play) long before they are due.
- After you've read the assignment, discuss it with someone else in the class.
- Stay current with the syllabus. It's almost impossible to do the readings just before the exam and come out well.
- Ask questions!!!
- Be a part of the class discussions, even if you're not sure you understood what you read. Good questions are as valuable as other contributions.
- Don't be afraid to speak up in class. Your Spanish doesn't have to be perfect, just good enough to make yourself understood. And never think you're the only one who didn't understand the reading ... I can guarantee you that at least one other person in the room will be grateful you asked any given question!

#### Course Policies

- More than two (2) unexcused absences may result in your final grade being lowered automatically by five (5) points (half a letter grade) for each absence thereafter.
- An excused absence is an illness with a doctor's note, a death in the immediate family with an obituary notice, jury duty with accompanying documentation, or a university-sponsored event with an official list including your name on it.
- These are the only four types of absences which will be excused.
- Should extenuating circumstances require that you miss a class beyond the limit of two, you are expected to notify me or leave a message with the department.
- Late assignments will result in a lower grade.
- No extra credit work will be accepted.
- No make-up quizzes will be given.

- Make-up exams will be given only if you contact me before the exam and have an acceptable reason for requesting the make-up.
- If you get to class late, you will not be given the quiz if any student has already handed the quiz in; should you arrive late but in time to get the quiz, you will be asked to turn it in when the last student does.

### Student Responsibilities

- You are expected to be punctual and to come to class prepared.
- Your active participation is expected.
- You will have a homework assignment for each class.
- You will take three (3) exams (one over poetry, one over narrative and essay, and one over drama).
- You will have numerous quizzes over the assignment for a particular day.
- You will complete three (3) writing assignments.
- You will have complete (3) oral presentations in class.

### Grading/Evaluation

Your grade will be determined by your overall performance in the following categories:

Three (3) exams	25%
Quizzes	25%
Writing assignments (3)	25%
Oral presentations (3)	25%

**Exams** will cover the assigned readings, in-class discussions, and any materials covered in class. No make-ups will be given without a valid excuse (see Class Policies above). Exams may include matching, fill-ins, and other objective items as well as passages to identify and discuss, short-answer questions, and longer essays.

**Quizzes** may be announced or unannounced and will cover that day's reading assignment. There will be no make-up quizzes. At least one quiz score will be dropped before the final average is calculated.

There will be one **writing assignment** and one **oral presentation** for each of the genres we will be studying, except essay. For the poetry section, you will write a brief poem and recite an assigned poem to the class from memory; for narrative, you will write a story-type joke and later tell the joke to the class; and for drama, you will, with other members of your group, write an original play and present it to the class.

I will take into account these factors in evaluating the writing assignments: for the poem, creativity, language, content, and knowledge/use of the versification and terminology we learn; for the story-type joke, the length (it should not be too short), appropriateness (it shouldn't be a play on words in English which doesn't translate), language, grammar, and orthography; for the play, content and grammar. Note: for the play, all members of the group will receive the same group for the written assignment since all are expected to contribute to it and are equally responsible for the quality.

The evaluation of oral presentations will consider: for the recitation of a poem, how well you have it memorized (learn it well enough to avoid unintentional pauses), pronunciation, and correlation of manner of presentation and content; for the story-type joke, explanation (in Spanish) of any terms or vocabulary the other students might not understand, pronunciation, and smoothness of presentation; for the play, pronunciation and coordination of presentation within the group.

The grading scale used is as follows:

94-100=A	87-89=B+	77-79=C+	67-69=D+
90- 93=A-	84-86=B	74-76=C	64-66=D
	80-83=B-	70-73=C-	60-63=D-
			0- 59=F

### Florida State Honor Code

Students are expected to uphold the Academic Honor Code published in The Florida State University Bulletin and the Student Handbook. The Academic Honor System of The Florida State University is based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student's own work, (2) to refuse to tolerate violations of academic integrity in the university community, and (3) to foster a high sense of integrity and social responsibility on the part of the university community.

### ADA Policy

Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. For more information about services available to FSU students with disabilities, contact the: Student Disability Resource Center, Dean of Students Department, 108 Student Services Building, Florida State University, Tallahassee, FL 32306-4167, (850) 644-9566 (voice), (850) 644-8504 (TDD), [SDRC@admin.fsu.edu](mailto:SDRC@admin.fsu.edu), <http://www.fsu/~staffair/dean/StudentDisability>.



<b><u>Semana 7</u></b>	<b><u>11 y 13 de octubre</u></b>
<b>LA NARRATIVA</b> TL: 10-19 H: 26-34 L: Don Juan Manuel "Lo que sucedió a un mozo que casó con una muchacha de muy mal carácter" 41-45 Julio Cortázar "La noche boca arriba" 59-65	
<b><u>Semana 8</u></b>	<b><u>18 y 20 de octubre</u></b>
H: 35-39 L: Marco Denevi "El dios de las moscas" 77-78 Entregar los chistes escritos	
<b><u>Semana 9</u></b>	<b><u>25 y 27 de octubre</u></b>
L: Ana María Matute "Pecado de omisión" 73-77 Elena Poniatowska "El recado" 79-82	
<b><u>Semana 10</u></b>	<b><u>1º y 3 de noviembre</u></b>
<b>EL ENSAYO</b> TL: 362-68 L: Eva Perón "Los obreros y yo" 405-09 H: 372-85 <b>EXAMEN SOBRE LA NARRATIVA Y EL ENSAYO</b>	
<b><u>Semana 11</u></b>	<b><u>8 y 10 de noviembre</u></b>
<b>EL DRAMA</b> TL: 238-51 Video: Federico García Lorca <i>La casa de Bernarda Alba</i> Empezar a escribir las obras teatrales	
<b><u>Semana 12</u></b>	<b><u>15 y 17 de noviembre</u></b>
H: 258-71 Ver el video y trabajar en grupos	
<b><u>Semana 13</u></b>	<b><u>22 y 24 de noviembre</u></b>
L: Osvaldo Dragún "Historia del hombre que se convirtió en perro" 282-89	
<b><u>Semana 14</u></b>	<b><u>29 de noviembre y 1º de diciembre</u></b>
L: Paloma Pedrero: "Resguardo personal" 316-24 <b>EXAMEN SOBRE EL DRAMA</b>	
<b><u>Semana 15</u></b>	<b><u>6 y 8 de diciembre</u></b>
Teatro Estudiantil: presentación de las obras dramáticas Evaluaciones	