

SPANISH 493: CUENTOS BREVES EN ESPAÑOL

SPANISH 493: SPECIALIZED STUDIES IN SPANISH LITERATURE

Sec 1: ONLINE – September 6- December 15, 2022

Profesora: Renée Craig-Odders

Office: 407 de CCC

Horas de asesoría: martes, jueves 14:00-14:50 (online or in-person)
o por cita

email : rcraigod@uwsp.edu

Textos:

Rental: *Album: Cuentos del mundo hispánico*. **4th edition, 2014** by Joy Renjilian-Burgy and Rebecca M. Valette. (There are a number of hardcopies for rental in the bookstore)

If there are no copies available or if you prefer an e-book, you can rent it directly from the publisher”

BE SURE TO GET THE 4th EDITION OF THIS BOOK

ISBN: 978-1-133-94104 – [Click here to rent it directly from the publisher.](#)

If you rent from the link above, the cost will be \$15.99. If you decide to rent or buy it from the bookstore or elsewhere, be sure it is the 4th edition. The third edition is very different, do not buy or rent that. Renting or buying the book anywhere other than through the link above may cost significantly more.

Rent or Buy a Used Copy on Amazon:

https://www.amazon.com/dp/B00BXR0L6C?ref=KC_GS_GB_US

2) Additional readings and handouts that will be available through Canvas.

3) Website for *Album*:

<http://college.cengage.com/languages/spanish/burgy/album/3e/students/index.html>

This is the website for the third edition of *Album*, which is free. We will use it only for listening to audio files. There is a fourth edition website, however it is not free. Therefore, a few of the stories that we will read will not be available to you as audio files on the free website due to changes in the 4th edition. Additionally, the order of the readings in the 4th edition is completely different so the available audio files will be organized differently than your textbook.

LAS METAS DEL CURSO:

1. To learn to interpret and analysis the short story in Spanish.
2. To understand the historic and literary importance of various short stories written in Spanish.

3. To understand the historic, social and political contexts of representative short stories of the Spanish speaking world.

COURSE REQUIREMENTS:

This course will be conducted entirely online. You must have access every day to the internet for an extended period of time. You will need to access Canvas for course materials, internet links and you will also turn in all of your assignments electronically through Canvas. It is preferred that you also have access to a computer with a microphone so that you can upload audio files in the Discussion section of the course but it is not required (if you do not have access to a microphone, you can make text posts in the Discussion.)

You will be listening to short lectures and audio recordings, viewing streaming videos, participating in discussions, taking quizzes and submitting assignments online.

You will also need additional time each day offline to complete readings and assignments. Reading and completing written assignments are in addition to the time you spend online daily.

In order to successfully complete this course, you will need to complete the following requirements:

1. Listen to short lectures and videos and participate in discussions online. Post at least one response to each discussion question posted by me and post at least one response to other students' comments in each discussion topic (there will be a separate discussion topic related to each short story read). You may post your comments in writing in Canvas or record short audio files (no more than 1 minute) to post.
2. Listen to audio recordings of short stories online and complete short listening comprehension quizzes using your textbook. These quizzes are found in your textbook in the Comprensión section following each reading. It is not necessary to write-out or submit these quizzes for grading.
3. With the exception of the first week, there will be one unit to complete each week. You will read two-three short stories per unit, as assigned, and complete assigned comprehension and writing activities. All unit activities and assignments must be completed in Canvas no later than 9:00 am on Friday.
4. Complete short quizzes related to the short stories read. Ideally, these quizzes should be completed when you complete the corresponding unit. However, quizzes will remain available online for the duration of the course. You have a maximum of two attempts to take each quiz.
5. Complete a midterm exam online.
6. Complete a final exam online.

Grading of above categories:

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| 1. Participation in discussion online | 20% |
| 2. Listening online to stories and audio comprehension (not graded) | |
| 3. Written assignments | 30% |
| 4. Online Quizzes | 20% |
| 5. Midterm Exam | 15% |
| 5. Final Exam | 15% |

Inclusivity

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you. **Relief from any academic requirement due to religious beliefs will be accommodated according to UWS 22.03, with notification within the first three weeks of class.** All people have the right to be addressed and referred to in accordance with their personal identity. **In this class, you may indicate the name that you prefer to be called and identify pronouns with which you would like to be addressed.** I will do my best to address and refer to all students accordingly and support classmates in doing so as well.

Spanish is a grammatically gendered language; all nouns are assigned a gender and articles and adjectives must agree with that gender. In the interest of inclusivity, gender neutral language is becoming more common in Spanish but there is not yet a common way to avoid referencing a person's gender when speaking to or about them. Please see the link below for a discussion of this topic and some options and let me know if you would like me and your classmates to use one of them when speaking to or about you:

<https://www.spanishgurus.com/blog/gender-neutral-spanish-details/>

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let me know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

Understand When You May Drop This Course

It is the student's responsibility to understand when they need to consider unenrolling from a course. Refer to the UWSP [Academic Calendar](#) for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from

the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

Incomplete Policy

Under emergency/special circumstances, students may petition for an incomplete grade. All incomplete course assignments must be completed prior to the end of the next academic semester.

Inform Me of Any Accommodations Needed

If you have a documented disability and verification from the [Disability Resource Center](#) and wish to discuss academic accommodations, please contact me as soon as possible. It is the student's responsibility to provide documentation of disability to Disability Services and meet with a Disability Services counselor to request special accommodation *before* classes start.

The Disability Resource Center is located in 108 Collins Classroom Center and can be contacted by phone at (715) 346-3365 (Voice) or via email at drc@uwsp.edu

Statement of Policy

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center in 609 ALB, or (715) 346-3365.

Commit to Integrity

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

UWSP Academic Honesty Policy & Procedures

Student Academic Disciplinary Procedures

UWSP 14.01 Statement of principles

The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors.

Students who violate these standards must be confronted and must accept the consequences of their actions.

UWSP 14.03 Academic misconduct subject to disciplinary action.

(1) Academic misconduct is an act in which a student:

- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
- (b) Uses unauthorized materials or fabricated data in any academic exercise;
- (c) Forges or falsifies academic documents or records;
- (d) Intentionally impedes or damages the academic work of others;
- (e) Engages in conduct aimed at making false representation of a student's academic performance; or
- (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

TENTATIVE Schedule*

Below is a weekly schedule for the semester. You may work at your own pace throughout the week provided that you complete that week's unit no later than 9:00 am on Friday.

Authors

Readings

Week 1: September 6-9

Unit 1	Familiarize yourself with the syllabus, the text and Canvas
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Week 2: September 12-16

Unit 2	Gregorio López y Fuentes	Una carta a Dios
	Eduardo Galeano	La mala racha
	Marjorie Agosín	Emma

Week 3: September 19-23

Unit 3	Enrique Anderson Imbert Rubén Darío Javier de Viana Francisco Jiménez	Sala de espera El nacimiento de la col El tiempo borra Cajas de cartón
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Week 4: September 26-30

Unit 4	Jorge Luis Borges PELICULA: El sur	Leyenda El sur (online –Canvas)
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Week 5: Oct 3-7

Unit 5	María Manuela Dolón Ricardo Palma Marco Denevi	Noche de fuga La camisa de Margarita Apocalipsis Tres microcuentos de Denevi (online – Canvas)
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Week 6: October 10-14

Unit 6	Nellie Campobello Antonio Benítez Rojo Sonia Rivera-Valdés	El general Rueda El nieto El Beso de la Patria
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Week 7: October 17-21

Unit 7	EXAMEN MIDTERM – DUE FRIDAY, Oct. 21at 9:00 a.m.	
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Week 8: October 24-28

Unit 8	Sabine Ulibarrí Gabriel García Márquez VIDEO: Un viaje al corazón de la memoria	Un oso y un amor Mi caballo mago Un día de estos
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Week 9: October 31- November 4

Unit 9	Julio Cortázar VIDEO: Julio Cortázar: Fantasy, Reality and Revolution PELICULA: Cartas de mamá	Continuidad de los parques Casa tomada
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Week 10: November 7-11

Unit 10	Miguel de Unamuno Claribel Alegría VIDEO: La generación de 98 VIDEO: Some Can Sing	Al correr los años La abuelita y el Puente de oro
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Week 11: November 14-18

Unit 11	Amalia Rendic Various authors	Un perro, un niño, la noche Theory of the Short Story
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Week 12: November 21-23

Unit 12	Ana María Matute VIDEO: Ana María Matute: Dreams into Words	Bernardino El niño que se le murió el amigo (online – D2L)
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Week 13: November 28-December 2

Unit 13	Emilia Pardo Bazán	El décimo Las medias rojas
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Week 14: December 5-9

Unit 14	Isabel Allende VIDEO: The Woman's Voice in Latin American Literature	Dos palabras Si me tocaras el corazón
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Week 15: December 12-15

Repaso y EXAMEN FINAL – ONLINE