

**Northeastern Illinois University**  
**Department of Foreign Languages and Literatures**  
**Spanish 224- Intensive Reading of Spanish**

**TERM:** Fall 2009

**COURSE:** SPAN 224-L18

**LOCATION:** El Centro, Room128

**CLASS SCHEDULE:** Tuesdays from 6:10 p.m.-8:50 p.m.

**PREREQUISITE:** SPAN 103

**INSTRUCTOR:** Kathleen S. Petefish

**TELEPHONE:** TBA

**E-MAIL:** k-petefish@neiu.edu

**OFFICE HOURS:** Tuesdays from 5:10-6:10 p.m..

**OFFICE LOCATION:** El Centro, Instructors' Office

**TEXTS** Ulloa, Justo and Leonor Alvarez de Ulloa. Graded Spanish Reader: Primera etapa, 4th Edition. Houghton Mifflin Company 2006

*Note: Additional reading material will be assigned.*

**COURSE DESCRIPTION**

The purpose of this course is twofold: **first**, to develop reading comprehension by increasing vocabulary, recognition and usage of grammatical structures already learned in SPAN 101-103, and enhancing speed in reading Spanish; **second**, to acquaint the student with Latin American and Spanish literature. Students will read short works by approximately 20 well-known writers. Fiction and nonfiction writing will be included in the course.

This course is taught in Spanish and is intended for heritage and nonheritage learners. To do well in this course, students should have command of basic grammar and vocabulary and be able to communicate, in Spanish, their ideas, opinions and questions of the assigned readings. Exams will be written.

**COURSE OBJECTIVES**

Students will:

- A. Expand the recognition and use of vocabulary and idiomatic expressions related to reading assignments.
- B. Read short works of Hispanic literature representing the short story, poetic and dramatic genres.
- C. Comprehend the details of the assigned readings, such as the who, what, where, when and why;
- D. Guess, with increasing accuracy, the meaning of unknown vocabulary words, according to the context in which they appear.
- E. Review and "fine-tune" past grammatical points and increase their accuracy in understand and usage.
- F. Respond orally to questions regarding assigned readings, and begin to relate the themes to everyday "real" life;
- G. Develop the ability to: gist, paraphrase, hypothesize and give opinions based on the assigned readings; comprehend meaning and discern implications; use the vocabulary presented.
- H. Progressively develop writing skills by writing short content summaries and reporting factual information.
- I. Develop a more in-depth awareness of cultural similarities and differences between peoples of the United States and those of Spanish speaking countries.
- J. Begin to understand and use very basic vocabulary and practices involved in literary analysis. For example: verso, drama, narrador, tema, punto decisivo, final abierto, ironía, metáfora, etc.

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**EVALUATION**

- Attendance 15% (Each class meeting counts 1 point (15 classes x 1 =15)  
Students must be present for at least two consecutive hours of each class meeting to receive full points. Students are expected to be punctual for class.
- Course Work 25% This portion reflects student preparation for each class meeting. It includes readiness to discuss assigned readings, provide answers to textbook exercises, submit written assignments and in general, actively participate in class activities. Up to 2.275 points will be awarded for student preparedness and preparation for each class period (2.275 X 11 class meetings equals 25.025 points or 25%). Note, no points will be awarded for this portion of the evaluation if a student is absent from class. Students who arrive late or leave class early will be awarded points accordingly.

Note: Students are expected to use a high quality Spanish-English dictionary to supplement their current vocabulary knowledge and the vocabulary section provided in the back of the textbook. Typically, the higher the number of entries in the dictionary, the better the dictionary is. It is highly recommended that students begin to use the Real Academia Española website: [www.rae.es](http://www.rae.es). This provides definitions in Spanish and full conjugations of verbs.

- Special Assignment 10% Students will be required to memorize and recite one assigned poem. In addition, they will be assigned a project related to poetry, short story or drama. The project will be explained during the second full week of classes.

- Written Exams 50% The results of three exams will be averaged together.

Note: Written exams will test for comprehension of reading assignments (themes and perspectives, meaning and implications) and accuracy in grammar and usage of vocabulary and idiomatic expressions. These areas will be tested in a variety of methods including, but not limited to: word associations, close exercises, completing sentences, writing complete sentences, and identifying characters, literary works, quotes, etc. Tests will also include short and/or longer essays which will evidence the student's understanding of topics read for homework and/or discussed in class).

**GRADING SCALE:** A = 86-100% B = 75-85% C = 60-74% D = 50-59% F = 0-49%

**HOMEWORK ASSIGNMENTS:** Unless otherwise specified, assignments are due for the classroom meeting time following the day they are assigned. Students will be asked to summarize (orally) assigned readings in class and to provide answers to written exercises. Because this is a reading class, students are expected to have fully read through the assigned readings before coming to class.

Written assignments: Students will be required to submit selected written exercises. Answers must be typed written. Students are encouraged to bring a second copy of their answers to class to use during discussions.

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**FINAL EXAM DATE/TIME**

The third of three exams for the course will be given Tuesday, December 8, 2009 from 6:10-8:50 p.m., in Room 128 at El Centro. There is no cumulative final exam for this course.

**DROP DATES:** The last day to drop the course or completely withdraw from Fall 2009 via TTRS is midnight, Friday, November 13, 2009 (no financial credit) via <http://neiuport.neiu.edu>. Please consult your Fall 2009 Schedule of Classes booklet for additional information

**ACADEMIC INTEGRITY POLICY**

All university policies regarding plagiarism, copying and cheating apply for this course.

**ELECTRONIC CLASSROOM CONDUCT:** Use of text messaging, Internet and MP3 devices is prohibited while the class is in session. Cell phone usage is restricted to answering incoming calls that are emergency related. Students are expected to turn off or silence their cell phones during class.

**CALENDAR**

**Note:** The following schedule is the instructor's best estimate of how the class will progress. Changes may be made based on student performance and other factors.

<b><u>DATE</u></b>	<b><u>TOPIC</u></b>	<b><u>PAGES</u></b>
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**September 1**

Introducción al curso  
Introducción a la poesía y la narrativa  
Poema: *Proverbios y cantares* (Antonio Machado)  
Poema: *Sinceridad* (Rosario Sansores-México)

**TAREA**

1. Read the poems listed for September 8. Read author information.
2. Complete exercises on pages 5-8.
3. Prepare written answers to Reading Comprehension questions for each poem (pages 16-17).

**September 8**

<i>Mientras tú</i> - Bessy Reyna (Cuba/Panamá)	p. 9-10
<i>Peso ancestral</i> – Alfonsina Storni (Argentina)	p. 11-12
<i>Hombre pequeño</i> – Alfonsina Storni (Argentina)	p. 11-12
<i>La perla de la mora</i> – José Martí (Cuba)	p. 13-14
<i>El árabe hambriento</i> – Juan Eugenio Hartzenbusch (España)	p. 14-15

**TAREA**

1. Read the poems and short stories listed for September 15. Read author information.
2. Complete exercises on pages 28-30 and pages 80-83; 91-93.
3. Prepare written answers to Reading Comprehension questions for each poem (pages 35-36) and the short story (Cuestionario A., page 70 of the Handout).

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<b>September 15</b>	<i>Sensemaya</i> – Nicolás Guillén (Cuba)	p. 31-33
	<i>Balada de los dos abuelos</i> – Nicolás Guillén (Cuba)	p. 33-35
	<i>Las medias de los flamencos</i> – Horacio Quiroga (Uruguay)	p. 79; 86-90
	<i>El almohadón de plumas</i> - Horacio Quiroga (Uruguay)	Handout

**TAREA**

1. Read the poems and short story listed for September 22. Read author information.
2. Complete exercises on pages 42-46 and 63-65.
3. Prepare written answers to Reading Comprehension questions for each poem (pages 54-56 and 71-72).

<b>September 22</b>	<i>La United Fruit Co.</i> – Pablo Neruda (Chile)	p. 47-49
	<i>Poema XV</i> – Pablo Neruda (Chile)	p. 50
	<i>Poema XX</i> – Pablo Neruda (Chile)	p. 50-51
	<i>Regresos</i> – Meira Delmar (Colombia)	p. 52-53
	<i>A su retrato</i> – Sor Juana Inés de la Cruz (México)	p. 66-67
	<i>Autorretrato</i> – Rosario Castellanos (México)	p. 68-71

Película recomendada: *In the Time of the Butterflies*  
(basada en el libro de Julia Álvarez)

**TAREA:** None for September 29

<b>September 29</b>	<b>Película:</b> <i>Yo, la peor de todas</i> (basada en el libro de Octavio Paz)
	<b>Video:</b> Pablo Neruda

**TAREA: Prepare for Exam #1**

**October 6**      **Exam #1**

**TAREA**

1. Read the poems and short story listed for October 13. Read author information.
2. Complete exercises on pages 99-101 and 114-116.
3. Prepare written answers to reading comprehension questions for each short story. (pages 107 and 124 of the text and En detalle 1-7 on pages 172-173 of the Handout)

<b>October 13</b>	<i>Un día de estos</i> – Gabriel García Márquez (Colombia)	p. 97; 103-107
	<i>La prodigiosa tarde de Baltazar</i> – Gabriel García Márquez (Col.)	p. 111; 117-123
	<i>La mujer que llegaba a las seis</i> -Gabriel García Márquez (Col.)	Handout

**TAREA:** none for October 20

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**October 20**

Película: *El coronel no tiene quien le escriba*

**TAREA**

1. Read the short stories listed for October 27. Read author information.
2. Complete exercises on pages 131-133 and 201-204.
3. Prepare written answers to reading comprehension questions for each short story (page 140 A. for *El ausente* and page 213 for *Jaque mate en dos jugadas*; and Cuestionario A. p. 143 for *Emma Zunz*).

**October 27**

*El ausente* - Ana María Matute (España) p. 129; 134-139  
*Jaque mate en dos jugadas* – W. I. Eisen (Argentina) p. 199; 205-212  
*Emma Zunz*-Jorge Luis Borges (Argentina) Handout

**TAREA: Prepare for Exam #2**

**November 3**

**Exam #2**

**TAREA**

1. Read the short stories listed for November 10. Read author information.
2. Prepare written answers to questions listed in Cuestionario A. p. 164-165 for *El reportaje*; En detalle # 1-14 p. 255-256 for *No oyes ladrar los perros*; En detalle #1-16 p. 277 for *Dos palabras*.

**November 10**

*El reportaje*-Carme Riera (España) Handout  
*Dos palabras*- Isabel Allende (Chile) Handout  
*No oyes ladrar los perros*-Juan Rulfo (México) Handout

**TAREA: None for November 17**

**November 17**

Película: *El imperio de la fortuna* (basada en un cuento de Juan Rulfo)

**TAREA**

1. Read the plays listed for November 24. Read author information.
2. Complete exercises on pages 149-151 (through Cognates and Word Formation) and pages 167-168.
3. Prepare written answers to Reading Comprehension or Cuestionario questions for each play (*Los fantoches*: pages 161-162; 180; *El delantal blanco*: p. 312)

**November 24**

*Los fantoches* – Carlos Solórzano (Guatemala/México) p. 147; 152-161  
*El delantal blanco* - Sergio Vodanovic (Chile) p. 170-179  
Handout

**TAREA**

1. Read the plays listed for December 1. Read author information.
2. Prepare written answers to Cuestionario questions for each play (page 337 for *Resguardo personal* and page 298 for *El Censo*).

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**December 1**

*Resguardo personal* –Paloma Pedrero (España)  
*El censo* – Emilio Carballido (México)

Handout

Handout

**TAREA**

Prepare Special Assignment and for Exam #3

**December 8**

**Presentation/submission of Special Assignment**  
**Exam #3**