

2012-2013 Annual Program Assessment Report

Please submit report to your department chair or program coordinator, the Associate Dean of your College and the assessment office by Monday, September 30, 2013. You may submit a separate report for each program which conducted assessment activities.

College: HUMANITIES

Department: MODERN AND CLASSICAL LANGUAGES AND LITERATURES

Program: - N/A

Assessment liaison: ADRIÁN PÉREZ-BOLUDA

- 1. Overview of Annual Assessment Project(s).** Provide a brief overview of this year's assessment plan and process.

One person oversees assessment. The SLO chosen for the AY 2012-2013 was SLO # 2: Demonstrate ability to reason and present sound arguments in both oral and written discourse. The MCLL Assessment Liaison reviewed the SLO in question in faculty meetings, as well as provided the faculty with questions as a guideline. The instructors responded in writing. This report is based on the assessment of a random selection of lower-division and upper-division courses taught during spring 2013. These courses were: Spanish 220B, Spanish 307, Spanish 364, Spanish 520, Spanish 497, FLIT 234, and FLIT 331.

- 2. Assessment Buy-In.** Describe how your chair and faculty were involved in assessment related activities. Did department meetings include discussion of student learning assessment in a manner that included the department faculty as a whole?

As indicated in question # 1, the assessment of SLO # 2 was discussed in faculty meetings, as well as the Assessment Liaison person provided the faculty with questions as a guideline. This assessment report would not have been possible without the involvement of the chair and faculty in the process. After deciding the SLO, the faculty members chose the courses in which to base this assessment. These courses were chosen based on their appropriate contents and objectives, especially design to develop the oral and writing skills of the students in and about foreign languages and cultures in an intermediate and advance level.

3. **Student Learning Outcome Assessment Project.** Answer items a-f for each SLO assessed this year. If you assessed an additional SLO, copy and paste items a-f below, BEFORE you answer them here, to provide additional reporting space.

3a. Which Student Learning Outcome was measured this year?

SLO # 2: Demonstrate ability to reason and present sound arguments in both oral and written discourse.

3b. Does this learning outcome align with one or more of the university's Big 5 Competencies? (Delete any which do not apply)

This SLO aligns with all of the university's Big 5 Competencies: 1) Critical Thinking, 2) Oral Communication, 3) Written Communication, 4) Quantitative Literacy, and 5) Information Literacy.

Spanish 220B is design to develop fluency and listening comprehension skills at the intermediate to advance level; to develop writing skills by having students to write compositions, short stories, etc. on a wide variety of topics; and to acquire vocabulary and become familiar with a variety of dialectal lexical items through the readings of different authors from all over the Spanish-speaking world. During all the process, the student is exposed to multiple levels of authentic, comprehensible input through culturally rich readings as well as country-specific literary works.

Spanish 307 has as its main goals the development of the language up to an advance level both in oral and writing skills. Also the student acquires some of the theories and critical perspectives applied in the study of Hispanic Literature, as well as the historical process of formation of our literary tradition. The student has to apply those theories and critical perspectives to their analysis of literary works and present this analysis as a presentation in front of the class and as an academic final essay.

Spanish 364 continues with the work done in Spanish 307 but in a more advance level. Students have to apply the theories and critical analysis to literary works more extensively since the main goal of this course is the acquisition of skills in the field of research methodologies in Hispanic literature, the use of technology applied to the mentioned research, and to master the MLA format.

Since Spanish 497 entailed a grammatical comparison and contrast of the grammar of English and Spanish, students were always required to critically think and analyze both languages at all times. This also entailed cognitive development, as students were constantly required to change “disks” between languages and think about subtle and subconscious features of both languages.

Spanish 520 is a graduate course where undergraduate students are allowed to be enrolled. As an advance course, the student has to demonstrate native level of command of the language. Its main goals are the development of the knowledge and application of the most modern theories and critical perspectives in Hispanic literature. The students have to do oral and written presentations based on their research on literary works. They have to demonstrate a very advance level of knowledge not only on literature but in research methods, use of technology, and MLA format.

We can see through the attached rubrics that FLIT 234 aligns with the five competencies. The assessment activities done by the students along the course, especially the final analytical essay is based on their ability of producing well-reasoned work, with arguments that support their thoughts in a logical order, and with a strong conclusion that leaves the receptor, listener and/or reader, solidly understanding the position of the author.

FLIT 331 also aligns with the university competencies in the sense that it has the goal of developing the ability of students to express their ideas in a clear and concise way. Students had to do presentations of about 20 minutes and answer questions from their instructor and/or other students in class. Also, they had to write one take-home mid-term exam and one in-class final exam.

3c. Does this learning outcome align with University’s commitment to supporting diversity through the cultivation and exchange of a wide variety of ideas and points of view? In what ways did the assessed SLO incorporate diverse perspectives related to race, ethnic/cultural identity/cultural orientations, religion, sexual orientation, gender/gender identity, disability, socio-economic status, veteran status, national origin, age, language, and employment rank?

One of the main missions of the department is to offer curricula, services and research leading to proficiency in language, literature, and culture that will enable individuals to function effectively in the international communities in our geographical area and throughout the world. Therefore, we can see in the attached description of the different courses assessed in this report, that each one of them cultivates and promotes a wide variety of ideas and points of view, incorporating contents related with race, ethnic/cultural identity, gender, sexual orientation, socio-economic status, national origin, and language.

3d. What direct and/or indirect instrument(s) were used to measure this SLO?

The students of Spanish 220B were assessed with a direct method of measurement that includes organization, advanced level of ACTFL standards, and integration of multisource information using the internet for that purpose.

The students of Spanish 307 were assessed using a direct method of measurement that includes bibliography, organization, superior level of ACTFL standards, format modeling the MLA, grammar, research skills, essays, and integration of multisource information.

The students of Spanish 364 were assessed using a direct method of measurement that includes bibliography, organization, superior level of ACTFL, format modeling the MLA rules, grammar, research skills, integration of multisource information, essays, and application of contemporary theory to literary discourse.

The students of Spanish 520 were assessed using a direct method of measurement that includes bibliography, organization, superior level of ACTFL standards, format modeling the MLA, research skills, integration of multisource information, and application of contemporary literary theory to literary discourse.

The students of Spanish 497 were assessed using both a direct and indirect instruments. Direct: Midterm, final, and chapter assignments. There were also discussion forum posts regarding the material. Graduate students were required to write a term paper. Indirect: Class discussions and continuous questioning and participation during lectures.

The students of FLIT 234 were assessed using rubrics for analytical writing in week 10 and argumentative writing in week 16 (Please, see the guidelines of these rubrics in the annex)

The students of FLIT 331 were assessed using two written exams (midterm and final) and also each student made an oral class presentation during the semester.

3e. Describe the assessment design methodology: For example, was this SLO assessed longitudinally (same students at different points) or was a cross-sectional comparison used (Comparing freshmen with seniors)? If so, describe the assessment points used.

The SLO for students of Spanish 220B was assessed longitudinally: five compositions, four oral presentations, two partial exams, participation in class, and a final exam. The final exam reflects the four skills: reading, writing, listening, and speaking.

The SLO for Spanish 307 was assessed longitudinally: two analytical research papers, three oral presentations, two partial exams (on narrative and poetry), and a final exam.

The SLO for Spanish 364 was assessed longitudinally: three analytical research papers (using four critical sources), three oral presentations, two partial exams, and a final exam.

The SLO for Spanish 520 was assessed longitudinally: three analytical research papers using four critical sources, two oral presentations based on journal articles, one mid-term exam. The undergraduate students had the option of a final exam or a final research paper, and the graduate students, only the final research paper.

The SLO for Spanish 497 was assessed longitudinally: after each chapter was covered in class, there was an assignment with exercises and questions on the discussed material. After each chapter, there were also discussion forum assignments as well. The discussion forum questions were asked to find out what was more useful and challenging to students in the course of the chapter discussion. In addition, half way during the semester, there was a midterm; at the end, a final exam.

The SLO for FLIT 234 consisted in a cross-sectional comparison. Seven freshmen and sophomores were compared with six juniors and seniors.

The SLO for FLIT 331 was longitudinal. The mid-term comprised two parts, the take-home and the in-class exam. The first one consisted in a four to five pages paper. Both, the mid-term and the final exams were based on several short essays chosen from a list of questions, on the identification of excerpts of poems and other literary works, and on the clarification of literary concepts. The grade assigned from both exams was based on the ability of students to express them in a clear and concise way. Detailed corrections on their exams were made so they would understand how to be more effective in their critical approach in answering questions. Students were invited to office hours to review together their exams. Also in FLIT 331, each student made an oral presentation about an Italian poet, writer, and thinker from the Renaissance. Each presentation lasted for about twenty minutes and involved questions from other students and/or the professor.

3f. Assessment Results & Analysis of this SLO: Provide a summary of how the results were analyzed and highlight findings from the collected evidence.

The students in Spanish 220B demonstrated advanced levels in Spanish in all four language skills. Distribution of grades: 12 students got As, 14 got Bs, and 1 got Cs. A satisfactory ability in SLO # 2 was considered to be C or above, with 100% of the sample population

demonstrating an above-average ability. Since the students surpassed the achievement score required, the results enabled the instructor to find out what area students needed to improve. This assessment data suggested good improving in conversation skills, use of vocabulary, proper use of grammatical structures in both oral and writing discourse, and therefore an improvement in SLO # 2: Demonstrate ability to reason and present sound arguments in both oral and written discourse.

Most of the students in Spanish 307 demonstrated a development in their ability level to recognize and clearly articulate interpretations of literary texts. Distribution of grades: 3 got As, 7 got Bs, 2 got Cs, 4 got Ds, and 1 got an F, with 88% of the sample population demonstrating an above-average of C-ability. Although the course included a good number and variety in activities and practice exercises, the students need more web-based and online activities, in which feedback and positive reinforcement is instantaneous, in order to correct deficiencies immediately and avoid fossilization problems address in the use of literary terminology.

Most of the students in Spanish 364 demonstrated a development in their ability level (with the exception of 1) to analyze and clearly articulate interpretations of literary texts. Distribution of grades: 8 got As, 8 got Bs, 1 got Cs+, and 1 got an F, with 90% of the sample population demonstrating an above-average of C-ability. Since the students surpassed the achievement score required, the results enabled the instructor to find out what area students needed to improve. This assessment data suggested good improving in the most important skills needed by students to properly understand and analyze a literary work from the Hispanic world, like the use of vocabulary, proper use of grammatical structures in both oral and writing discourse, good knowledge of literary theory and critical analysis, and therefore an improvement in SLO # 2: Demonstrate ability to reason and present sound arguments in both oral and written discourse.

Most of the students in Spanish 520 demonstrated a development in their ability level to analyze and clearly articulate interpretation of literary texts in comparison to the films that they saw in class, studied and analyzed every other week. Distribution of grades: 7 got As, 14 got Bs, 4 got Cs, 1 got Ds, and 1 got an F, with 92% of the sample population demonstrating an above-average of C-ability.

In Spanish 497, out of 13 students, 8 (62%) passed with a grade of C or above. Regarding direct measures of the SLO, students did better on assignments than on exams, which is expected, not only because of the nature of exams, but also because they were highly encouraged, due to the difficulty of the subject, to work in groups to complete the assignments. Regarding indirect measures, such as class discussions and questions during lectures, students actively participated and answered questions correctly (as the professor required correct answers before moving on to the next point during lectures).

The FLIT 234 students were ranked by their score on two types of writing assignments: Analytical writing in week 10 (essay #1) and argumentative writing in week 16 (essay #2). Distribution of grades: Essay #1: 4 got As, 1 got an A-, 2 got Bs, 2 got Cs, 1 got a B-, 2 got Cs, and 3 got Fs. Essay #2: 2 got As, 3 got As-, 1 got a B+, 1 got a B, 2 got Bs-, 2 got Cs+, and 2 got Fs. For analytical writing (essay #1), 4 out of 5 students were juniors and seniors. For argumentative writing (essay #2), 3 out of top 5 were juniors and seniors. As we can see, overall, juniors and seniors did better performance than freshmen and sophomores for both types of writing assignments.

Regarding FLIT 331, the end result was that most students did very well. Only five did not meet the expectations. However, each one of them recognized their limits in the presentation pinpointing what they should or not should have said. The result has been intense class participation and the creation of an atmosphere of camaraderie and friendship among the students.

Overall, we can conclude that the results indicated by the instructors of the courses show that most of the students have demonstrate ability to reason and present sound arguments in both oral and written discourse. Obviously, as one of the instructors point out, “there is always room for improvement.” As part of an integral continuous improvement process and in an effort to continue with the technological requirements of a new kind of students and society, as well as current and future university technology roadmaps, more online components should be included in the classroom. As pointed out in previous reports, a move from paper student manuals to online materials is desirable, even in literature and civilization classes.

3g. Use of Assessment Results of this SLO: Describe how assessment results were used to improve student learning. Were assessment results from previous years or from this year used to make program changes in this reporting year? (Possible changes include: changes to course content/topics covered, changes to course sequence, additions/deletions of courses in program, changes in pedagogy, changes to student advisement, changes to student support services, revisions to program SLOs, new or revised assessment instruments, other academic programmatic changes, and changes to the assessment plan.)

Regarding Spanish 220B, 307, 369, and 520, since the students surpassed the achievement score required, the results enabled the instructor to find out what area students needed to improve. The instructor is very pleased with the results of the classes; although he points out that “there is always room for improvement.”

Regarding Spanish 497, the instructor pointed out the possibility of having a term paper for the undergraduate students in order to further assess its written part. It would also encourage students to learn beyond what is being discussed in class, especially to those who are particularly interested in the subject.

According to the FLIT 234 instructor, one of the reasons for juniors and seniors to do better in the writing assignments was perhaps that they are used to academic writing, while the freshmen and sophomores had less experience reasoning and making arguments in academic style. The instructor noticed that many of the freshmen's and sophomores' claims in their papers were not well supported with evidence, which is why their arguments were not very convincing. It was well discussed in class the necessity of review and understand what other scholars have said about the student thesis/argument before he/she states it in his/her essay. Some students neglected the work of reading trustworthy sources and without the evidences they cannot present sound ideas. To improve student's writing skills, the instructor believes that it is very important giving students, especially freshmen, step-by-step exercises of analytical writing; the instructors tend to assume that their students have already learned how to write academically, but this is not the case for a lot of our students. It would be very good and productive to re-think a new course that prepares our students how to write an academic essay.

4. **Assessment of Previous Changes:** Present documentation that demonstrates how the previous changes in the program resulted in improved student learning.

N/A

5. **Changes to SLOs?** Please attach an updated course alignment matrix if any changes were made. (Refer to the Curriculum Alignment Matrix Template, http://www.csun.edu/assessment/forms_guides.html.)

N/A

6. **Assessment Plan:** Evaluate the effectiveness of your 5 year assessment plan. How well did it inform and guide your assessment work this academic year? What process is used to develop/update the 5 year assessment plan? Please attach an updated 5 year assessment plan for 2013-2018. (Refer to Five Year Planning Template, plan B or C, http://www.csun.edu/assessment/forms_guides.html.)

The 5 year (2011-2016) assessment plan constitutes one of the columns of the MCLL Dept. Program. The Spanish classes (220B, 307, 364, 520, and 497) whose SLO #2 has been assessed clearly connect with one of the fundamental premises of the program, which is to provide high quality teaching in order to improve the student learning, as well as they are related with the mission of the department to prepare professionals and

future leaders who are ready to address the challenges of a globalized and diverse world. FLIT 331 was open to a lot of cultural material in order to enhance the students' curiosity and participation. Topics assigned for oral presentation especially were used as a venue to generate in the students the desire to continue with Italian. MCLL students have to demonstrate the acquisition of critical thinking through the interpretation and analysis of literary, linguistic, and cultural texts. This skill needs the appropriate ability of reason and present sound arguments in both oral and written discourse. It seems that this goal was successfully acquire by most of the students participating in the selected courses for assessing SLO # 2.

7. Has someone in your program completed, submitted or published a manuscript which uses or describes assessment activities in your program? Please provide citation or discuss.

No

8. Other information, assessment or reflective activities or processes not captured above.

No

APPENDIX 1

FLIT 234: RUBRICS FOR ANALYTICAL AND ARGUMENTATIVE WRITINGS

Peer Evaluation on Argumentative Writing (May 8)

Name _____

Read one of your classmates' papers and evaluate it using the chart below. If there is an error in grammar, spelling, capitalization, or punctuation on the paper, **please mark the word/part and CORRECT it.** Feel free to make comments. Your evaluation will not affect the classmate's grade; it is part of your score.

1	A "Works Cited" page is attached. Format looks good.	Yes: 5pts	No: 0pt
2	There are at least 4 SCHOLARLY <u>journals/books</u> cited.	Yes: 5pts	No: 0pt
3	Appropriate journal/book's titles are highlighted. (NOT the title of an article)	Yes: 5pts	No: 0pt
4	This paper begins with the template sentences that were required.	Yes: 5pts	No: 0pt
5	The scholar's name in the template sentence is from a print scholarly publication appeared in Works Cited.	Yes: 5pts	No: 0pt
6	In-Text citation is ALL properly done.	Yes: 5pts	No: 0pt (In-Text citation needs to be added/fixed.)
7	Errors in Grammar	None: 5pts	more than 1: 0pt
8	Errors in Spelling	None: 5pts	more than 1: 0pt
9	Errors in Capitalization	None: 5pts	more than 1: 0pt
10	Errors in Punctuation	0-1: 5pts	more than 2: 0pt
11	Overall, what do you think about this paper? (Circle one.) Convincing Average Poorly written Other _____		
12	One suggestion to make this paper better is		

Whose paper did you evaluate? _____'s paper

Tally the points (#1-10) and write the score. _____/50

Please submit this peer evaluation sheet together with the classmate's paper.

Peer Evaluation on Analytical Writing (March 27)

Name _____

Read one of your classmates' papers and evaluate it using the chart below. If there is an error in grammar, spelling, capitalization, or punctuation on the paper, **please mark the word/part or correct it**. Feel free to make comments. Your evaluation will not affect the classmate's grade; it is part of your score.

1	A "Works Cited" page is attached.	Yes: 5pts	No: 0pt
2	There are at least 3 SCHOLARLY <u>journals/books</u> cited.	Yes: 5pts	No: 0pt
3	Appropriate journal/book's titles are highlighted. (NOT the title of an article)	Yes: 5pts	No: 0pt
4	This paper begins with the template sentences that were required.	Yes: 5pts	No: 0pt
5	The scholar's name in the template sentence is from a print scholarly publication.	Yes: 5pts	No: 0pt
6	In-Text citation is ALL properly done.	Yes: 5pts	No: 0pt (In-Text citation needs to be added/fixed.)
7	Errors in Grammar	None: 5pts	more than 1: 0pt
8	Errors in Spelling	None: 5pts	more than 1: 0pt
9	Errors in Capitalization	None: 5pts	more than 1: 0pt
10	Errors in Punctuation	0-1: 5pts	more than 2: 0pt
11	Overall, what do you think about this paper? (Circle one.) Very persuasive Average A bit boring Other _____		
12	One suggestion to make this paper better is		

Whose paper did you evaluate? _____'s paper

Tally the points (#1-10) and write the score. _____/50

Please submit this peer evaluation sheet together with the classmate's paper.

Analytical Writing: Social Issues**Due on Wednesday, March 27**

What kinds of problems related to society currently exist in your target country? What are the causes? How does the community cope with the problems? Did the country have the same issue 30-40 years ago? Or is the issue relatively new? Present an issue related to society in your target country and discuss its causes using scholars' research.

Examples: suicide, aging society, income inequality, immigrants, homeless children, etc.

Objective:

Read scholars' research, analyze and critique their arguments in well-reasoned manner.

1. Your paper must begin with the following template sentence **with proper citation**:

X [scholar's name] claims that _____ [causes of the issue; his main argument] _____, and I disagree because _____.

2. You will need to read at least **3 scholarly publications (journal periodicals, books, etc.)** for this assignment: one that you will use to argue AGAINST and two or more that you will use to SUPPORT your claim. Any online resources including NY Times.com, WSJ.com, and the like, other than *scholarly* articles from an online full-text database will be considered as supplementary resources, and therefore, no points will be given.
3. The objective of this assignment is to critically analyze what others say about the issue and to present your position and support your arguments **with evidence (= scholars' research)**.
4. **Avoid citing direct quotes of multiple sentences. (Do not quote more than two continuous sentences).** Papers with 15% or more of Similarity will not be accepted.
→ Instead, **paraphrase the main idea in YOUR OWN WORDS** and indicate the source.
5. Use the MLA format. ([MLA Quickguide](#) or [MLA styleguide](#))
6. Your paper should be 3-pages long.
7. Be sure to attach a Works Cited page. **Highlight the print media** that you cited (just the title of books, journals, etc. NOT the title of articles). This is part of your score.
8. Create a Turnitin user profile, and upload an error-free version to your profile by 9:25 a.m. on the due date. (Turnitin instructions --> [View](#))

Class ID: 6010829 Enrollment Password: sp13vsabroad
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9. Submit a hard copy in class. (Uploading your paper to Turnitin by 9:25 a.m. on the due date **does not** mean that you submit your assignment. We use Turnitin just to test for plagiarism.)
10. Your paper will be peer-evaluated.

	Above Standards	Meet Standards	Approaching Standards	Below Standards	Score
Analysis and Argument (20pts)	This paper analyzes and critiques others' arguments on the issue in well-reasoned manner. Explanations show how each piece of evidence supports the author's position.	This paper analyzes and critiques others' arguments, but some evidence/explanations are not enough to fully support the author's position.	This paper tries to analyze or critique others' arguments, but the author's position is not clear or is not well supported.	This paper does not analyze or critique others' arguments. The author's position is not clear or is not well supported with evidence.	
Sequencing (10pts)	Arguments and support are provided in a logical order that makes it easy and interesting to follow the author's train of thought.	Arguments and support are provided in a fairly logical order that makes it reasonably easy to follow the author's train of thought.	A few of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem a little confusing.	Many of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem very confusing.	
Closing Paragraph (10pts)	The conclusion is strong and leaves the reader solidly understanding the author's position. Effective restatement of the position statement begins the closing paragraph.	The conclusion is recognizable. The author's position is restated in the closing paragraph.	The author's position is restated within the closing paragraph, but not strong and/or clear.	There is no conclusion - the paper just ends.	
Thesis Statement (10pts)	This paper begins with the template sentence that was required.	N/A	N/A	0pt: This paper does not begin with the template sentence that was required.	
Work Cited (10pts)	A "Work Cited" page is attached.	N/A	N/A	0pt: A "Work Cited" page is not attached.	
Sources (10pts)	There are 3 or more scholarly publications (journals, books) cited.	There are only 2 scholarly publications (journals, books) cited.	There is only 1 scholarly publications (journals, books) cited.	0pt: There is no scholarly journal (print media) cited.	
Grammar & Spelling (10pts)	This paper has no errors in grammar or spelling!	This paper has 1-2 errors in grammar or spelling.	This paper has 3-5 errors in grammar or spelling.	This paper has more than 6 errors in grammar/spelling.	
Capitalization & Punctuation (10pts)	This paper has no errors in capitalization or punctuation, so it is exceptionally easy to read.	This paper has 1-2 errors in capitalization or punctuation, but it is still easy to read.	This paper has 3-5 errors in capitalization and/or punctuation.	This paper has more than 6 errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	
Peer Evaluation (10pts)	Thorough, serious, excellent work. Well done!!	Satisfactory work.	Needs to be done more carefully.	0pt: No peer evaluation	

APPENDIX 2

SPANISH 220B: SYLLABUS

PLAN DE ESTUDIO
ESPAÑOL 220B
DR. ELIAS A. RAMOS
PRIMAVERA, 2013

TEXTO: Blanco et al. *Imagina, español sin barreras*. Second Edition.
Student Activities Manual. Second Edition.

Course Goals/Objectives:

Goal 1.0: To develop intermediate to advanced level proficiency in reading, writing, speaking, and listening as defined by the ACTFL proficiency guidelines and the Standards for Foreign Language Learning in the 21st Century.

Objectives: Students will

1.1 be exposed to multiple levels of authentic, comprehensible input through culturally rich readings as well as country-specific literary readings.

1.2 Develop fluency and listening comprehension skills at the intermediate to advanced proficiency level by having the students work in small groups or in general discussions of issues.

1.3 Develop writing skills by having the student to write compositions, cuentos, etc. on a wide variety of topics.

Goal 2.0: To acquire vocabulary on a wide variety of intermediate to Advanced level topics.

Objectives: Students will

2.1 recognize and produce a variety of new lexical items through the vocabulary exercises in the *Imagina* text and the online program

2.2 become familiar with a variety of dialectal lexical items through the readings of a variety of authors from all over the Spanish-speaking world.

Requisitos:

1. Asistencia a clase es obligatoria
2. Preparación diaria del material del texto es vital. Los ejercicios del libro y tareas asignadas deben de prepararse antes de la clase.
3. Participación en clase, 4 composiciones, dos pruebas parciales y un examen final.

Evaluación:

Participación en clase.....	15%
Pruebas Parciales.....	35%
Composiciones.....	15%
Examen Final.....	35%

APPENDIX 3

SPAN 307: COURSE SYLLABUS

SPAN 307: FINAL EXAM

PLAN DE ESTUDIO
INTRODUCCION AL ANALISIS LITERARIO-SPAN 307
Dr. ELIAS A. RAMOS
Primavera, 2013

I. LECTURAS Y ACTIVIDADES OBLIGATORIAS SEMANALES:

1a. sem.- 1/23: Introducción y Organización. La literatura y la crítica literaria. Los géneros literarios. Leer *Aproximaciones...* págs. 2-24.

2a. semana- 1/28-30: La Narrativa. Emisor-mensaje-receptor. Elementos principales del texto literario: la historia, el discurso y el tema. El lenguaje literario. Teoría narrativa. Puntos de vista. Tipos de narradores. Figuras arquetipas de la narrativa hispánica. Leer *Aproximaciones...*, págs. 24-41; 152-160.

3a. semana- 2/4-6 Características de la literatura medieval y renacentista. Neoclasicismo y romanticismo. Leer *Aproximaciones...*, págs. 24-41. Leer Don Juan Manuel "Lo que sucedió a un mozo que casó con..." y de R. Palma, "La camisa de Margarita," págs. 42-50.

4a. semana- 2/11-13: Características del naturalismo en España y Latinoamérica. Modernismo. Las primeras décadas del siglo XX. Análisis de obras que corresponden a la narrativa. Leer *Aproximaciones...*, págs. 50-58; 61-68. Emilia Pardo Bazán, "Las medias rojas," Teresa de la Parra, "Blanca Nieves y Compañía," y de Julio Cortázar, "La noche boca arriba."

5a. semana- 9/18-20: Características de la narrativa del siglo XX. *Aproximaciones...*, págs. 68-109. Leer Juan Rulfo, "No oyes ladrar los perros"; Ana M. Matute, "Pecado de omisión"; Isabel Allende, "La mujer del juez," y de Gabriel García Márquez, "La mujer que llegaba a las seis.", Soledad Puértolas, "Historias sencillas." Primer Trabajo Analítico sobre una obra narrativa.

6a. semana- 9/25-27: Leer *Aproximaciones...*, págs. 110-135. La novela en España y Latinoamérica. Leer de Miguel de Unamuno, *San Manuel Bueno, mártir*.

7a. semana- 3/4: Introducción a la poesía. Poesía narrativa y lírica. Características de la poesía hispánica. Elementos importantes de la versificación. Tipos de poemas. Leer *Aproximaciones...*, págs. 138-160. 3/6 EXAMEN SOBRE LA NARRATIVA.

8a. semana- 3/11-13: Panorama histórico de la poesía. Caracterización de la poesía medieval, renacentista y barroca. Temas medievales. El misticismo y la poesía mística. El culteranismo y el conceptismo. Leer *Aproximaciones...*, págs. 156-159; 160-173 174-192

9a. semana- 3/18-20: Características de la poesía neoclásica y romántica en España y Latinoamérica. Análisis de la poesía romántica y de comienzos del siglo XX. Modernismo, postmodernismo, ultraísmo, creacionismo, poesía pura y la Generación del 27. Leer *Aproximaciones...*, págs. 192-200; 206-209; 213-214.

10a. semana- 3/25-27: Análisis de la poesía contemporánea. La poesía afrocaribeña. El surrealismo. Las mujeres poetas. La poesía de protesta. Leer *Aproximaciones...*, págs. 164-169; 215-218; 221-222; 229-234; 232-234. Segundo Trabajo Analítico: Poesía.

11a. sem.-4/1: Día de César Chávez. 4/3: EXAMEN SOBRE LA POESIA.

12a. semana- 4/8-13: Vacaciones de Primavera.

13a. semana- 4/15-17: Introducción al drama. Distinción entre drama y teatro. El plano teatral y el plano espectacular. Estructura de la obra dramática. El metateatro. Formas dramáticas contemporáneas. Leer *Aproximaciones...*, págs., 252-273.

14a. semana- 4/22-24: Panorama histórico del teatro. Los textos dramáticos de la Edad Media y el Siglo de Oro. El auto sacramental. El género chico. La comedia de capa y espada. La figura de Don Juan. El teatro neoclásico en España. Los dramas coloniales en Latinoamérica. Análisis de la obra dramática del siglo XIX y XX. Leer *Aproximaciones...*, págs., 273-291; 292-299; 300-309.

15a. semana- 4/29;5/01: El teatro realista. El metateatro. Teatro de la crueldad, el teatro épico, y el teatro del absurdo. Estudiar *La casa de Bernarda de Alba* de Gracia Lorca. *Aproximaciones...*, págs. 320-327; 335-371..

16a. semana-5/6-8: Continuación en el estudio de *La casa de Bernarda Alba* de F. García Lorca. Leer *Aproximaciones...*, págs. 335-371.

EXAMEN FINAL: Mayo 13: 3:00-5:00 p.m.

II. METAS:

Capacitación del estudiante en las siguientes áreas:

1. Desarrollo lingüístico del estudiante a nivel superior (ACTFL) tanto en el aspecto oral como escrito.
2. Adquisición de los mecanismos teóricos/críticos para el estudio y el análisis de las obras escritas.
3. Estudio del complejo proceso de evolución histórico de diversas tradiciones estéticas y culturales.

III. OBJETIVOS:

1. Aplicar ideas críticas cuando se estudien y analicen las obras literarias a un nivel lingüístico avanzado/ superior (3+4).
2. Crear y organizar de una forma efectiva informes escritos sobre las obras estudiadas.
3. Adquirir la habilidad y la capacidad necesaria en el campo de la metodología de la investigación, uso de tecnología y el formato de MLA.

IV. METODOS DE EVALUACION

5a. semana- 2/20: Trabajo analítico sobre una obra narrativa (Ricardo Palma, "La camisa de Margarita.")

7a. semana- 3/6: Examen sobre la narrativa (80% preguntas de ensayo).

10a. semana- 3/27: Trabajo analítico sobre un poema (Amado Nervo, “Si Tú me dices ‘Ven!’”)

11a. semana- 4/3: Examen sobre la poesía (80% preguntas de ensayo)

Participación en clase.

Examen Final: Mayo 13: 3:00-5:00 p.m.

V. Textos: Virgilio, Valdivieso y Friedman. *Aproximaciones al estudio de la literatura hispánica* (New York: McGraw-Hill Publishing Co., 2007). Séptima Edición. *MLA Handbook*.

21. sinéresis
22. Décima musa
23. Lucila Godoy Alcaya
24. San Manuel Bueno, mártir
25. Azul
26. sinestesia
27. onomatopeya
28. fluir de la conciencia
29. Rimas
30. culteranismo
31. acentos rítmicos
32. La Araucana
33. Historia del hombre que se convirtió en perro
34. La zapatera prodigiosa
35. apóstrofe

II. Analizar el drama La casa de Bernarda Alba usando las siguientes categorías analíticas: (1) Temas: libre albedrío versus determinismo (2) Imágenes (3) Personajes (4) Atmósfera creada (5) Teniendo en cuenta la definición de tragedia clásica de la cual hablamos en clase, discuta si esta obra es una tragedia. Defienda sus ideas con ejemplos. (50 pts.)

APPENDIX 4

SPAN 364: COURSE SYLLABUS

SPAN 364: FINAL EXAM

PLAN DE ESTUDIO
LITERATURA LATINOAMERICANA-SPAN 364
Dr. ELIAS A. RAMOS
PRIMAVERA 2013

I. REQUISITOS:

1. Asistencia diaria es absolutamente necesaria
2. Lectura del material asignado y participación en clase
3. Dos pruebas parciales y dos informes escritos
4. Examen Final

II. LECTURAS Y ACTIVIDADES OBLIGATORIAS SEMANALES:

1/25: Introducción y Organización. Del Modernismo a las primeras Vanguardias: Introducción, págs. 360-361. César Vallejo, 401-415. Responder a las preguntas.

2/01: Pablo Neruda, págs. 432-446. Primeros Pasos en la Ruptura de la Visión Etnocéntrica: Introducción (págs. 450-53); Fernando Ortiz, págs. 454-462. Responder a las preguntas.

2/8: Continuación, José C. Mariátegui, págs. 463-472; Nicolás Guillén, págs. 473-481. Responder a las preguntas.

2/15: Antecedentes a la Nueva Novela: La Modernidad, págs. 484-487. La Nueva Novela, págs. 508-513. G. García Márquez, estudio y análisis de *Cien años de soledad*.

2/22: Continuación en el estudio y análisis de *Cien años de soledad*. Primer Informe Escrito.

3/01: La Nueva Novela: Julio Cortázar, págs. 514-526.; Juan Rulfo, págs. 527-535; Carlos Fuentes, págs. 536-549. Responder a las preguntas.

3/08: PRIMER EXAMEN PARCIAL.

3/15: Mario Vargas Llosa, págs. 568-579; Ricardo Piglia, págs. 580-589. Responder a las preguntas.

3/22: Epoca Contemporánea: Poesía y Teatro: Introducción, págs. 591-598. José Lezama Lima, págs. 599-607; Nicanor Parra, págs. 608-614. Responder a las preguntas.
SEGUNDO INFORME ESCRITO.

3/29: Octavio Paz, págs. 615-626; Rosario Castellanos, págs. 627-635; Ernesto Cardenal, págs. 636-641. Responder las preguntas.

4/05: Carlos Belli, págs. 642-647; N. Morejón, págs. 648-651. Responder las preguntas.
SEGUNDO EXAMEN PARCIAL.

4/8-13: Vacaciones de Primavera.

4/19: Novísima Narrativa: Post-Nueva Novela y la Posmodernidad: Introducción, págs. 668-672; Guillermo Cabrera Infante, 673-678; Elena Poniatowska, págs. 679-686. Responder a las preguntas.

4/26: Luisa Valenzuela, págs. 687-695; Cristina Peri Rossi, págs. 696-702. Responder a las preguntas.

5/03: Isabel Allende, págs. 703-714; Rosario Ferré, págs. 715-728. Responder a las preguntas.

5/10: Descolonización del Canón: Introducción, págs. 729-731. Gustavo Gutiérrez, págs. 732-740; Rigoberta Menchú, págs. 749-762, Responder a las preguntas.

Mayo 17: 10:15-12:15: EXAMEN FINAL

TEXTOS:

Garganigo, et al. *Huellas de las literaturas hispanoamericanas*. Second Edition.

Gabriel García Márquez, *Cien años de soledad*.

Virgilio, et al. *Aproximaciones...* (Texto recomendado).

IV. METAS:

Capacitación del estudiante en las siguientes áreas:

1. Desarrollo lingüístico del estudiante a nivel superior (ACTFL) tanto en el aspecto oral como el escrito.
2. Adquisición de los mecanismos teóricos/críticos para el estudio y el análisis de las obras literarias.
3. Estudio del complejo proceso de evolución histórica de diversas tradiciones estéticas y culturales representadas en las literaturas de Latinoamérica.

V. OBJETIVOS:

Al terminar este curso el estudiante podrá:

1. Aplicar ideas críticas cuando se estudien y analicen las obras literarias a un nivel lingüístico avanzado/superior (3+4).
2. Crear y organizar efectivamente informes escritos sobre las obras estudiadas.
3. Adquirir la habilidad y la capacidad necesaria en el campo de la metodología de la investigación, uso de tecnología y el formato de MLA.

VI. METODOS DE EVALUACION:

1. Participación en clase.
2. 5a. semana- Trabajo analítico de 800-1000 palabras de un artículo que Ud. encuentre en la biblioteca o la red sobre una de las obras que hayamos leído.
3. 7a. semana- Primera Prueba Parcial
4. 9a. semana – Trabajo analítico de 800-1000 palabras sobre *Cien años de soledad*.
5. 11a. semana- Segunda Prueba Parcial.
6. Examen Final: 5/17/2013.

Literatura Latinoamericana II. Span 364
Examen Final
Dr. Elías A. Ramos

I. Escoja A ó B (35 pts.)

A. Discuta en forma de ensayo el cuento de "Chac Mool" de Carlos Fuentes:

1) ¿A qué tendencia literaria pertenece este autor?; (2) ¿Cómo cambia la actitud del narrador-personaje del cuento, frente a los acontecimientos extraños que le ocurren a su amigo Filiberto?; (3) ¿Con qué recursos formales (puntos de vista, silencios, etc.) se está creando el efecto de suspenso?; (4) Indique algunas oposiciones que se van estableciendo en el texto y que refuerzan la tensión entre lo real y lo irreal; (5) Indique las diferentes etapas de transformación de Chac Mool. ¿Qué detalles en la descripción de Chac Mool señalan que se trata de un proceso de degeneración de valores ancestrales?; (6) Analice la dimensión simbólica del cuento (el agua, la sangre, el sacrificio).

B. A través de las siguientes preguntas analice en forma de ensayo el cuento "Los funerales de la Mamá Grande" de Gabriel García Márquez:

1. ¿A qué tendencia literaria pertenece este autor y defina esa tendencia?; (2) Analice los personajes principales del cuento y el pueblo donde viven; (3) Enumere los rasgos que contribuyen a la caricatura del personaje la Mamá Grande; (4) ¿Cuál es el efecto de la exageración en este cuento?; (5) Discuta el papel de la ironía en este cuento; (6) ¿Cuáles son algunas de las instituciones que se satirizan en este cuento?

II. Escoja A ó B (35 pts.)

A. Analice el cuento "Aquí pasan cosas raras" de Luisa Valenzuela a través de las siguientes preguntas:

(1) ¿A qué tendencia literaria pertenece esta autora y defínala?; (2) Describir la situación económica y el estado mental de los dos protagonistas, Mario y Pedro; (3) ¿Cómo explicaría Ud. la paranoia de los dos protagonistas? ¿A qué se debe?; (4) ¿Qué imagen se presenta de la sociedad en la cual se lleva a cabo la acción?; (5) Explique la importancia de la imaginación de los protagonistas en el desarrollo del cuento; (6) describa cómo se narra esta historia, el tono de la voz narrativa, el punto de vista narrativo, la heterogeneidad de la narración (los fragmentos de conversaciones), etc. ¿Cómo contribuyen estos elementos a la creación de la escena?; (7) Explique la importancia de la "Guerra sucia" en Argentina en este cuento.

B. Discuta el cuento "La ruptura" de Elena Poniatowska a través de las siguientes preguntas:

1. ¿Por qué es importante la obra La noche de Tlatelolco de Poniatowska?; (2) ¿A qué tendencia literaria pertenece la autora?; (3) Analice los personajes del cuento "La ruptura"; (4) Comente el estilo narrativo de Poniatowska. ¿Existe una voluntad de lenguaje metafórico o simbólico?; (5) Discuta la utilización de elementos totalmente cotidianos en la escritura del cuento; (6) ¿Es posible de hablar de narrativa femenina al analizar el texto "La ruptura"?; (7) Interprete el final del cuento.

III. Analice uno de estos dos poemas usando los siguientes aspectos como marco analítico:

A. Aspectos Formales: (1) ¿quién escribió el poema?; (2) ¿qué tipo de poema es éste?; (3) Dé el cómputo silábico del poema; (4) señalar dónde están los acentos rítmicos y extrarrítmicos; (5) de acuerdo con la estructura, ¿es éste un poema narrativo, lírico, o dramático; (6) ¿quién habla en el poema y a quién se dirige?; (7) ¿cuál es el tono del poema?; (8) Dé una lista de las figuras literarias que aparecen en el poema y su significado.

B. Aspectos Conceptuales.

✓5

Para que tú me oigas
mis palabras
se adelgazan a veces
como las huellas de las gaviotas en las playas.

Collar, cascabel ebrio
para tus manos suaves como las uvas.

Y las miro lejanas mis palabras.
Más que mías son tuyas.
Van trepando en mi viejo dolor como las yedras.
Ellas trepan así por las paredes húmedas.
Eres tú la culpable de este juego sangriento.

30 Ellas están huyendo de mi guarida oscura.
Todo lo llenas tú, todo lo llenas.

Espergesia

Yo nací un día
que Dios estuvo enfermo.
Todos saben que vivo,
que soy malo; y no saben
del diciembre de ese enero.
Pues yo nací un día
que Dios estuvo enfermo.

Hay un vacío
en mi aire metafísico
que nadie ha de palpar:
el claustro de un silencio
que habló a flor de fuego.
Yo nací un día
que Dios estuvo enfermo.

Hermano, escucha, escucha . . .
Bueno. Y que no me vaya
sin llevar diciembres,
sin dejar eneros.
Pues yo nací un día
que Dios estuvo enfermo.

Antes que tú poblaron la soledad que ocupas,
y están acostumbradas más que tú a mi tristeza.

Ahora quiero que digan lo que quiero decirte
para que tú las oigas como quiero que me oigas.

El viento de la angustia aún las suele arrastrar.
Huracanes de sueños aún a veces las tumban.
Escuchas otras voces en mi voz dolorida.
Llanto de viejas bocas, sangre de viejas súplicas.
40 Ámame, compañera. No me abandones. Sígueme.
Sígueme, compañera, en esa ola de angustia.

Pero se van tiñendo con tu amor mis palabras.
Todo lo ocupas tú, todo lo ocupas.

Voy haciendo de todas un collar infinito
para tus blancas manos, suaves como las uvas.

Todos saben que vivo,
que mastico . . . Y no saben
por qué en mi verso chirrían,
oscuro sinsabor de féretro,
luyidos¹ vientos
desenróscados de la Esfinge
preguntona del Desierto.

Todos saben . . . Y no saben
que la Luz es tísica,
30 y la sombra gorda . . .
Y no saben qué el Misterio sintetiza . . .
Que él es la joroba
musical y triste que a distancia denuncia
el paso meridiano de las lindes a las Lindes.
Yo nací un día
que Dios estuvo enfermo,
grave.

APPENDIX 5

SPAN 520: COURSE SYLLABUS

PLAN DE ESTUDIO
LA LITERATURA Y EL CINE LATINOAMERICANO- SPAN 520
Dr. ELIAS A. RAMOS
PRIMAVERA, 2013

I. LECTURAS Y ACTIVIDADES OBLIGATORIAS SEMANALES:

1a, sem.- 1/28: Introducción y Organización. El cine y la literatura. Crónica sobre la Revolución Mexicana: M. Azuela, *Los de abajo*. La obra literaria.

2a. sem.- 2/4: Literatura y cine: *Los de abajo*. La obra fílmica.

3a. sem.- 2/11: Literatura y cine. Representación mítica del gaucho: Guiraldes, *Don Segundo Sombra*. La obra literaria.

4a.sem.- 2/18: Literatura y cine: *Don Segundo Sombra*. La obra fílmica.

5a. sem.- 2/25: Literatura y cine. Civilización vs Barbarie: Gallegos, *Doña Bárbara*. La obra literaria..

6a. sem.- 3/4: Literatura y cine: *Doña Bárbara*. La obra fílmica. Primer Ensayo Escrito.

7a. sem.- 3/11: Literatura y cine. Realidad y ficción: Rulfo, *Pedro Páramo*. La obra literaria. PRIMER EXAMEN (5:45 a 7:00 pm.)

8a. sem.- 3/18: Literatura y cine. Realidad y ficción: Rulfo, *Pedro Páramo*. La obra fílmica

9a. sem.- 3/25: Literatura y cine. La mujer frente a su realidad: Esquivel, *Como agua para chocolate*. La obra literaria.

10a. sem.- 4/1: Día de César Chávez.

11a. sem.- 4/8-13: Vacaciones de Primavera.

12a. sem.- 4/15-: Literatura y cine: *Como agua para chocolate*. La obra fílmica. Segundo Ensayo Escrito.

13a. sem.- 4/22: Literatura y cine. El mundo simbólico del adolescente: Vargas Llosa, *La ciudad y los perros*. La obra literaria.

14a. sem.- 4/29: Literatura y cine: *La ciudad y los perros*. La obra fílmica.

15a. sem.- 5/6: Presentación del Trabajo de Investigación Final. (Estudiantes Subgraduados y Graduados).

Final.5/13: EXAMEN FINAL: 5:30-7:30 p.m. (Estudiantes Subgraduados que escogieron la opción del examen final)

II. TEXTOS:

Azuella, Mariano. *Los de abajo*
Esquivel, Laura. *Como agua para chocolate*
Gallegos, Rómulo. Doña Bárbara
Guiraldes, Ricardo. *Don Segundo Sombra*
Rulfo, Juan. *Pedro Páramo*
Vargas Llosa, Mario. *La ciudad y los perros*

III. METAS:

Capacitación del estudiante en las siguientes áreas:

1. Desarrollo lingüístico del estudiante a nivel superior (ACTFL) tanto en el aspecto oral como el escrito
2. Adquisición de los mecanismos teóricos/críticos para el estudio, análisis y discusión de las obras literarias y su representación fílmica
3. Análisis del proceso histórico que facilitó la creación de las obras estudiadas

IV. OBJETIVOS:

Al terminar este curso el estudiante podrá:

1. Aplicar ideas críticas cuando se estudien y analicen las obras literarias a un nivel lingüístico avanzado (3+4)
2. Crear y organizar eficazmente informes orales y escritos sobre las obras estudiadas
3. Adquirir la habilidad y capacidad necesaria en el campo de la metodología de la investigación, el uso de la tecnología y el MLA
4. Escribir trabajos de investigación final que demuestren capacidad teórica/crítica

V. METODOS DE EVALUACION:

1. Participación en clase.
2. 7a. sem.- 3/11: Primer Examen (80% preguntas de ensayo)
3. 6a. sem.- 3/4: Primer ensayo escrito. Trabajo crítico /interpretativo en el cual se incorporará el material requerido para el curso y otras lecturas teóricas (800-1200 palabras, estudiantes subgraduados; (1200-1400 palabras, estudiantes graduados)
4. 12a. sem.- 4/15: Segundo ensayo escrito. Trabajo crítico interpretativo siguiendo los mismos criterios establecidos para el primer trabajo
5. Mayo 13, 5:30-7:30 pm: Examen Final (Estudiantes subgraduados)
6. Mayo 6: Presentación del Trabajo de Investigación Final (Estudiantes subgraduados y graduados)

VI. BIBLIOGRAFIA SELECTA:

A. Historias de Literatura, Estudios:

- Alegría, Fernando. *Historia de la novela hispanoamericana*, 1986.
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Arroyo, Anita. *Narrativa hispanoamericana actual*, 1980.
Brushwood, John. *The Spanish American Novel*, 1967.
Dorfman, Ariel. *Imaginación y violencia en América*, 1979.
Fuentes, Carlos. *La nueva novela hispanoamericana*, 1969.
Gómez-Gil, O. *Historia crítica de la literatura hispanoamericana*, 1989.
Hars, Luis. *Los nuestros*, 1969.
Schulman, Ivan et al. *Coloquio sobre la novela hispanoameericana*, 1967.

B. Historia Política y Cultural:

- Agramonte, Arturo. *Cronología del cine cubano*, 1966.
Bottone, Mireya. *La literatura argentina y el cine*, 1964.
Galeano, Eduardo. *Las venas abiertas de América Latina*. 1979.
Johnson, Randal. *Cinema Novo x 5*, 1984.
Chanan, Michael(Editor). *Twenty Five Years of the New Latin American Cinema*, 1983