SAMPLE—SUBJECT TO CHANGE

PRIMAVERA 2005
DRA. ANDRIST
oficina: Malloy 219: horas de oficina por cita martes y jueves 12:30-2, 3:30-5:30
correo electrónico (método preferido de contacto): andrist@stthom.edu
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SPAN 3338 A LITERARY ANALYSIS
MLSPA 5338 A
MARTES Y JUEVES 2:10-3:25
MALLOY 024

DESCRIPTION:
This course intends to foster the development of students with enhanced literary consciousness and capability. Via selected readings and discussion, the student will develop a familiarity with, an appreciation for, and an ability to interpret and evaluate Hispanic literature.

GOAL I. (results) To raise cultural & literary consciousness: increased awareness of, and appreciation for, Hispanic literature.
OBJECTIVE 1 (activities) Read bios of authors and read and/or see videos of primary works, essays, narratives, dramas & poems, in Spanish
ASSESSMENT (grade component) See grades & daily syllabus
OBJECTIVE 2 Become acquainted with the genres and their history in Hispanic literature
ASSESSMENT See grades & daily syllabus

GOAL II. To develop a familiarity with and an appreciation of literary critique and an ability to interpret and evaluate literature.
OBJECTIVE 1 Apply research and bibliographic techniques and methods
ASSESSMENT See grades
OBJECTIVE 2 Apply literary criticism methodologies
ASSESSMENT See grades

GOAL III. To hone the skills in Spanish
OBJECTIVE 3 Listen, speak, read & write in Spanish
ASSESSMENT Discussion, papers, exams, projects, presentations

PROCESSES PRACTICED
l. Note-taking, outlining, summarizing, synthesizing
2. Identifying theses, methodologies, types of evidence, assumptions and conclusions
3. Formulating and supporting opinions, constructing arguments
4. Evaluating and choosing methodologies, theses, evidence, documenting same
5. Using library resources, conducting literary research, formulating bibliographies
6. Identifying genre and historical characteristics, placing works within said contexts

7. Deconstructing works in terms of elements
8. Making generalizations across disciplines
9. Writing abstracts and critical essays
l0. Presenting findings orally

POLICIES

Students with disabilities must contact the office of Counseling Services for Students with Special Needs (Disability Services) by calling 713-525-3162 or 6953. Any student with a documented disability needing academic adjustments or accommodations is must speak with the professor during the first two weeks of class. All discussions remain confidential.

This is an **UNIVERSITY-LEVEL ACADEMIC COURSE WITH APPROPRIATE ACADEMIC REQUIREMENTS.** You earn your grade on that basis. You do not receive university credit for "gender and/or ethnic consciousness" or language ability per se. Academic credit is based upon your intellectual and academic efforts, willingness and ability to reflect upon and respond to requirements of the class.

YOUR ENROLLMENT IN THIS CLASS CONSTITUTES YOUR LEGAL AND MORAL OBLIGATION TO THE UST HONOR CODE. Because this course is a listening, speaking, reading, and writing one, I encourage you to work together. HOWEVER, plagiarism--copying others' work with out crediting them for it --is legally and ethically unacceptable--AND GROUNDS FOR FAILURE, NOT JUST IN THE ASSIGNMENT, BUT IN THE CLASS. Paraphrases, as well quotes, must be documented.

RESPECT FOR OTHERS' VIEWS AND "SPACE," not necessarily in agreement with one's own, is required. **ABSOLUTE DISCRETION** with what is expressed, shared, etc., in the course of class discussion is a requirement on the part of every participant. CELL PHONES AND PAGERS must be on vibrate during class time except in pre-arranged-with-the-professor possibility of medical emergency to avoid grade sanctions.

This will be a **SEMINAR-STYLE, BLACKBOARD-BASED** class, student-centered, with a minimum of professor lecture. Spanish will be the preferred language of discussion in the majority of cases but code-switching will be practiced. Since language is a social skill and activity, this is the only way to effectively learn. In either language, mistakes are natural--tolerance and assistance are the watchwords. Be flexible--think of another way to send the same message if you get "stuck."

ATTENDANCE IS REQUIRED for every SINGLE class meeting. If you are absent for three consecutive weeks of class without making arrangements before or during with the professor, you will be administratively dropped. Incompletes given only for cases of emergency when a student is unavoidably unable to complete the course, must be requested, and are at the discretion of the professor according to university guidelines.

Syllabus assignments will be performed or handed in at the corresponding class. Daily grades will be assigned at the professor's discretion. In case of serious illness or death in the family, advance or concurrent notice of your absence is required. Call or email and leave a message and, if possible, send your corresponding assignment with another student.

NO LATE PAPERS OR EXAMS WITHOUT WRITTEN EXCUSE (DOCTOR, HOUSEMOTHER, MORTICIAN, ETC.) AND **USUALLY MUST BE MADE UP WITHIN ONE WEEK AFTER ABSENCE.**

YOU ARE RESPONSIBLE FOR ALL MATERIAL, in books, presented in class, etc., whether you are listening or not.

YOU ARE PERSONALLY & SOLELY RESPONSIBLE FOR YOUR ACTIVITIES (ASKING QUESTIONS OR DOING HOMEWORK) IN ORDER TO MEET YOUR PERSONAL EXPECTATIONS AND DESIRE FOR SUCCESS/GRADE. Probable daily time needed for homework outside class will be a minimum of one to two hours per hour spent in class (3-6 hours per week). "Homework" is largely left to your discretion--you must assess how well you understand and how much practice, reading or written work outside of class you need. You are responsible for anything and everything in the syllabus, book or said in class. You are expected to highlight reading and take notes in class. You are expected to keep in contact with the professor and other students as personally needed.

All papers must include a heading in this format:
(sample)
Student name: Debra D. Andrist
Class: SPAN 4336 A, primavera 05
Assignment: Identidad
Word count: 290 (l0% variation under/over the assigned is acceptable)

I INTEND TO BE AVAILABLE TO DISCUSS, ADVISE, ETC., DURING AND OUTSIDE OF CLASS AS MUCH AS POSSIBLE My office is Malloy 219. Please set prior appointment times. Once in a while I may have an unavoidable meeting during "always" office hours. If so, I will leave a note as to my return. Please also either honor your appointment or call to cancel—I will afford you the same courtesy if I have an unavoidable conflict. Email is always better than telephoning.

I INTEND TO RETURN ASSIGNMENTS WITH COMMENTARY AND/OR GRADES AS SOON AS POSSIBLE, usually within a week.

MATERIALS NEEDED FOR THIS CLASS:

-TEXTS:
MLA HANDBOOK, 6th ed ISBN 0-87352-986-3

Friedman, Valdivieso & Virgillo. *Aproximaciones al estudio de la literature hispánica. 5th Ed*. Boston: McGraw-Hill, 2004, ISBN 0-07-255846-6, Referred to as AA in daily syllabus
Bressler. *Literary Criticism. 2nd Ed*. Upper Saddle River, NJ: Prentice Hall, 1999 ISBN 0-13-897422-5, Referred to as LC in daily syllabus

cuaderno de 3 anillos con papel
cuaderno con bolsillos
bolígrafo o lápiz
highlighters de colores

NOTAS

SUBGRADUADO = 1000 PT0S.
SISTEMA DE l000 PUNTOS (l000-934=A, 933-900=A-, 899-867=B+, 866-834=B, 833-800=B-, 799-767=C+, 766-734=C, 733-700=C-, 699-667=D+, 666-600=D

presencia y participación: porcentaje de 32 días (se pueden sustituir a lo máximo 2 con una "experiencia hispáncia" y un sinópsis escrito)=320
bibliography=25
article=10
abstract=25
synthesis workplan=10
Outline=10
First draft=20
Synthesis paper=100:
Presentation=10
critical essay workplan=10
critical essay=150
presentation=10
powerpoint presentation for undergraduate research day in April 2005=extra 25
final exam=300

POR LA RED

AA, LC exercises=320
bibliography=25
article=10
abstract=25
synthesis workplan=10
Outline=10
First draft=20
Synthesis paper=100:
Presentation=10
critical essay workplan=10
critical essay=150

presentation=10
powerpoint presentation for undergraduate research day in April 2005=extra 25
final exam=300

GRADUADO = 1500 PTOS.
SISTEMA DE l500 PUNTOS (l500-140l=A, 1400-1350=A-, 1349-1301=B+, 1300-1251=B, 1250-1200=B-, 1199-1151=C+, 1150-1101=C, 1100-1050=C-, 1049-1001=D+, 1000-900=D

presencia y participación: porcentaje de 32 días (se pueden sustituir a lo máximo 2 con una "experiencia hispáncia" y un sinópsis escrito) incluyendo apuntes diarios de la discusión=320
bibliography=25
article=10
abstract=25
synthesis workplan=10
Outline=10
First draft=20
Synthesis paper=250:
Presentation=10
critical essay workplan=10
critical essay=300
presentation=10
powerpoint presentation for undergraduate research day in April 2005=extra 25
final exam=500

POR LA RED

AA, LC exercises=320
bibliography=25
article=10
abstract=25
synthesis workplan=10
Outline=10
First draft=20
Synthesis paper=250:
Presentation=10
critical essay workplan=10
critical essay=300
presentation=10
powerpoint presentation for undergraduate research day in April 2005=extra 25
final exam=500

LOS DOS
EXTRA CREDIT: up to 5 or l0 points per “Hispanic experience.” You may have 2 "Hispanic experiences” You may visit museums (MFA, Menil Collection, CMA) or have

other “Hispanic” experiences pre-approved by professor such as concerts, Club Hispánico, Charla, theatre, dance, service learning at or for Helms, etc. Vea la lista de POSIBLES "EXPERIENCIAS HISPANICAS:" EXTRA CREDITO Y OTRAS FECHAS DE INTERES.
Write a 5-sentence description (who, what, why, where, when) in Spanish, typed and double-spaced to hand in—be prepared to discuss in class without notice. **NONE ACCEPTED AFTER LAST DAY OF CLASS.**

Componentes de la nota por lo escrito (en orden de importancia)
l. Mecánica (gramática y ortografía)
2. Vocabulario y estilo
3. Contenido
4. Organización
5. Investigación
6. Analysis
COMPONENTES DE LA NOTA POR LO PRESENTADO (en orden de importancia)
1. Pronunciación
2. Estilo
3. Powerpoint

BY OFFICIAL POLICY OF THE UNIVERSITY OF ST. THOMAS, NEITHER FINAL EXAM GRADES NOR FINAL COURSE GRADES MAY BE RELEASED TO THE STUDENT BY THE PROFESSOR IN PERSON, BY PHONE OR IN WRITING PRIOR TO OFFICIAL WRITTEN NOTIFICATION BY BLACKBOARD BY THE UNIVERSITY.
THEREFORE, KEEP THE RUNNING TOTAL SECTION OF THIS SYLLABUS CURRENT IN ORDER TO KNOW YOUR GRADE STANDING PRIOR TO FINAL EXAMS, FINAL PAPER AND FINAL GRADE CALCULATION AND CHECK BLACKBOARD.

ASSIGNMENTS

EDIT YOUR WORK. ANY WRITTEN WORK HANDED IN WITH MORE THAN TEN GRAMMAR ERRORS ON THE FIRST PAGE OR ANY PAGE THEREAFTER WILL BE RETURNED FOR CORRECTIONS WITHIN ONE CLASS DAY AND LOSE ONE LETTER GRADE.

Presence and participation: **BE PRESENT AND HAVE READ** each assignment on the syllabus before coming to the class where that assignment will be discussed. Homework: You may read the selections as many more times as you wish or have time for, incidentally. Read each selection the first time solely for meaning; be sure to highlight important words or passages. You may work together or alone. Each of you will prepare answers to any text questions and the elements (in Spanish) about the selection to facilitate discussion. I suggest that you write these out short answer and keep in a notebook. Participation will also be judged by evidence of homework preparation in

class. Graduate students MUST post written class notes on Blackboard by the end of the class day.

bibliography
Find l5 secondary sources--5 books (not more than 3 of which are "dictionary" type and l0 articles (not more than 5 of which are from the internet), not less than one third of which are in each language; not necessarily present in Doherty--about your primary work. Typed and double-spaced. Code-switched. **ANYTHING NOT LATEST MLA FORMAT IS UNACCEPTABLE**

critical article copy and abstract
Find and provide a copy of a **CRITICAL** article about your author/primary work. Basically, you will be identifying 1) the secondary work's question about or opinion of the primary work, 2) the way in which it goes about answering/supporting, 3) the primary textual and other secondary support and 4) the conclusions about the primary work. Do not choose a descriptive secondary work from a literary dictionary or review/summary of the primary work. You must be able to identify the four elements in each article.
Write a synopsis (abstract) of the article in Spanish. Required components: thesis=question or opinion, methodology=approach, support=proofs/citations, conclusion. Typed and double-spaced. Maximum one page (300 words).

critical article abstract presentation
Present your critical article synopsis to the class in Spanish.
Maximum 3 minutes.

synthesis/research paper work plan
Synthesis/research paper workplan: In Spanish: four-part plan used by three critics: theses=question or opinion, methodologies=approach, evidence=proofs/citations, conclusions

synthesis/research paper outline/detailed table of contents
Synthesis/research paper outline: Write (in Spanish) a **DETAILED** outline (table of contents) of your paper in Spanish Typed and double-spaced. Maximum one page (300 words).

synthesis/research paper first draft
Synthesis/research paper draft: Write (in Spanish) a first draft of your paper. Typed and double-spaced.
EDIT.

synthesis/research paper (mid-term research paper)
You will read and research a primary work written by a Hispanic plus no fewer than 3 secondary critiques of it. Basically, you will be comparing and contrasting the secondary works' approaches to and conclusions about the primary work. Do not choose descriptive secondary works from literary dictionaries or reviews/summaries of the primary work. You must be able to identify the four elements in each article.

If you do the same paper for this class (3338) and 4334 (with permission of professor), author(s) must be Spanish and post-l8th century
A synthesis/research paper of 6-8 pages--approximately 1800-2400 words--10% +/- (in Spanish) must be typed, double-spaced (GRADUATE=10-12 PAGES--approximately 3000-3600 words)
If you do the same paper for this class (3338) and 4334 (with permission of professor): eight-ten pages in Spanish--approximately 2400-3000 words--10%+/- (in Spanish) (grads=12-15 pages--approximately 3600-4500 words)

ANYTHING NOT MLA FORMAT IS UNACCEPTABLE

Use parenthetical documentation.
EDIT YOUR WORK. ANY WRITTEN WORK HANDED IN WITH MORE THAN FIVE GRAMMAR ERRORS PER PAGE IS UNACCEPTABLE.
You must meet deadlines for components of the paper.
Components:

I. Introduction.
  A. Background info about the work, author, etc. ONLY if it relates to the critics' theses (be sure to cite sources).
  B. Theses of their articles (what the critics are trying to deal with in their articles).
  C. Critical approach (how the critics are trying to deal with their theses
II. Critical approaches (be sure to cite sources).
  A. Which approaches
  B. How they work.
  C. How they're applied.
  D. How they relate to each other
III. Application of approaches (be sure to cite a summary of the textual supports used by the critics).
IV. Discussion of their application of their approaches.
  A. Their interpretation of their findings
  B. Their conclusions in view of their findings.
V. Your summary/conclusions about the critics & their findings
VI. Bibliography (must contain at least l primary source and 3 secondary ones (at least one book & at least one journal article)

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Note that these components do not in any way indicate the number of pages which should be devoted to each or how they are combined.

APROXIMACIONES/METODOLOGIAS POSIBLES
afrohispanismo
antropológico
catolicismo
conceptismo
costumbrismo
crítica nueva
cuento de hadas
culteranismo

deconstrucción
deseo
edad de personajes
estructuralismo
existentialismo
fábula
feminismo
folklore
género literario
historicismo
honra
homosexualidad
indianismo
literatura docente
literatura comprometida
machismo
misticismo
modernismo
naturalismo
Nóbeles hispánicos y por qué fueron premiados
poesía concreta
poesía épica
poesía pura
política
premios hispanos y quiénes fueron premiados y por qué
psicoanalítico
psicológico
realismo mágico
reacción de lector
religioso
romances
romanticismo
simbolismo
sociológico
teatro del absurdo
teatro de crueldad
tremendismo
etc.

presentation of synthesis/research paper
In your own words (in Spanish), you will take turns telling the class about your findings in your paper. Four-part summary of the paper: thesis=question or opinion, methodology=approach, support=proofs/citations, conclusion. Maximum 3 minutes.

original critical essay work plan

Short (l00 words) summary of the primary work only if it is not in the text, AA, thesis, methodology).

interpretive/critical essay
You will read and research a work written by a Hispanic.
Uses info from synthesis paper
Similar to synthesis in organization but with an original thesis. You can add something new to another's work, attack another's conclusions, etc., as well.
Same requirements in terms of length, etc.
Components:
I. Introduction.
A. Background info about the work, author, etc., ONLY if it relates to the thesis (be sure to cite sources).
B. Thesis of the paper (what question you are trying to answer or your opinion).
C. Critical approach (how you intend to deal with the thesis of the paper).
II. Critical approach (be sure to cite sources).
A. Which approach.
B. How it works.
C. How it is applied.
III. Application of approach: Cite the primary source and at least 3 secondary ones (books and journal articles) in the paper.
IV. Discussion of application of approach.
A. Interpretation of findings.
B. Conclusions in view of findings.
V. Summary/conclusions of critics.
VI. Bibliography: List the primary source and at least l0 secondary sources—at least one book and at least 5 articles, not necessarily present in Doherty--about your author/primary work/critical approach

Note that these components do not in any way indicate the number of pages which should be devoted to each or how they are combined.

presentation of original critical essay to class
In your own words (in Spanish), you will take turns telling the class about your findings in your paper. Four-part summary of the paper: thesis=question or opinion, methodology=approach, support=proofs/citations, conclusion. Maximum 3 minutes.

Final exam(s)
Critical approaches exam (LC)
Take home matching approach to definition
Literature exam (AA)
Take-home matching authors to countries, authors to works, works to literary movements, works to genres
History exam (AA)
Take-home matching authors to time periods and/or literary movements, literary movements to time periods

EXTRA CREDIT:

100 extra points for presenting at Undergraduate Research Day (undergrads only)

up to 5 or l0 points per “Hispanic experience.” Both grads and undergrads may have 3 "Hispanic experiences” You may visit museums (MFA, Menil Collection, CMA) or have other “Hispanic” experiences pre-approved by professor such as concerts, Club Hispánico, Charla, theatre, dance, service learning at or for Helms, etc. Write a 10-word description (who, what, why, where, when) in Spanish, typed and double-spaced to hand in—be prepared to discuss in class without notice. **NONE ACCEPTED AFTER LAST DAY OF CLASS.**

Componentes de la nota por lo escrito (en orden de importancia)
l. Mecánica (gramática y deletrero)
2. Vocabulario y estilo
3. Contenido
4. Organización
5. Investigación
6. Analysis
componentes de la nota por lo presentado (en orden de importancia)
1. Pronunciación
2. Estilo
3. Powerpoint

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PRIMAVERA 2004
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SPAN 3338 A, INTRODUCTION TO RESEARCH AND LITERARY ANALYSIS
SPAN 3355 B, SEMINAR FOR NATIVES/MLSPA 5338
MLSPA 5338 A, INTRODUCTION TO RESEARCH AND LITERARY ANALYSIS
MARTES Y JUEVES 11-12:15
MALLOY 025

HORARIO POR SEMANA: 16 SEMANAS, 28 DIAS

SEMANA 1

20 ENERO
intros
syllabus/Blackboard explanation

song project

critical thinking article outline (article handed out)

Homework
AA 390
primary work choice for bibliography, critical article and abstract, all synthesis/research paper components

22
AA 390
Primary author/work choice due for bibliography, critical article and abstract, all synthesis/research paper components
critical essay discussion
bibliography project

work plan project

Homework: bibliography

SEMANA 2

27
BIBLIOGRAPHY due
abstract project

Homework: critical article and abstract

29
CRITICAL ARTICLE AND ABSTRACT due
PRESENTATIONS

Homework: AA 2-8 (read and highlighted)
LC l-2 discussion **(read and highlighted)**

SEMANA 3

3 FEBRERO
AA 2-8 (read and highlighted)
LC l-2 discussion **(read and highlighted)**

Homework: LC 3 plus essays; 4 plus essays; 5 plus essays discussions**(read and highlighted)**

5
Due: LC 3 plus essays; 4 plus essays; 5 plus essays discussions**(read and highlighted)**

Homework: LC 6 plus essays; 7 plus essays discussions; 8 plus essays **(read and highlighted)**

SEMANA 4

10
Due:LC 6 plus essays; 7 plus essays discussions, 8 plus essays **(read and highlighted)**

Homework: LC 9 plus essays; l0 plus essays; 11 plus essays; glossary discussions(read and highlighted)

12
LC 9 plus essays; l0 plus essays; ll plus essays; glossary discussions**(read and highlighted)**

Homework: critical approaches exam

SEMANA 5

17
CRITICAL APPROACHES EXAM DUE
History/genre project

Homework: AA essay intro, panorama, guide

SYNTHESIS PAPER WORKPLAN

19
SYNTHESIS PAPER WORKPLAN DUE
AA essay intro, panorama, guide
Pro & con essay project

Homework:
AA essay Larra, Hostos, Perón, Castellanos & Ferré

Synthesis paper outline and draft

SEMANA 6

24
AA essay Larra, Hostos, Perón, Castellanos & Ferré
Essay review
SYNTHESIS PAPER OUTLINE & FIRST DRAFT DUE

Homework
AA narrative Unamuno & novela

26

AA narrative Unamuno & novela

Homework:
AA narrative intro, panorama, guide

SEMANA 7

2 MARZO
Due: AA narrative intro, panorama, guide
elements handout
change element of fairy tale project

Homework:
AA narrative DJM & story, Palma & story, Pardo Bazán & story, Cortázar & story, Borges & story

4
AA narrative DJM & story, Palma & story, Pardo Bazán & story, Cortázar & story, Borges & story

Homework: AA narrative Rulfo & story, Matute & story, Denevi & story, Poniatowska & story, Peri Rossi & story, Allende & story

SEMANA 8: VACACIONES DE LA PRIMAVERA

9: NO HAY CLASE

11: NO HAY CLASE

SEMANA 9

16
DUE :AA AA narrative Rulfo & story, Matute & story, Denevi & story, Poniatowska & story, Peri Rossi & story, Allende & story
narrative review

Homework:
Homework: AA drama intro, panorama, guide

18 SCOLAS
MID-TERM EVALUATION
peer exchange discussion on synthesis paper

SEMANA 10

23
Due: AA drama intro, panorama, guide
director/actor interpretation project

Homework: AA drama: Cervantes, Benavente, Dragún, Gambaro
synthesis paper
synthesis paper presentations

25
SYNTHESIS PAPER DUE
SYNTHESIS PAPER PRESENTATIONS
Due: AA drama: Cervantes, Benavente, Dragún, Gambaro

Homework: AA drama La casa

SEMANA 11

30
Due: AA drama: La casa
drama review

homework:
AA poetry intro, lenguage, panorama, guide, Anónimo: Romance

1 ABRIL

Due: AA poetry intro, lenguage, panorama, guide, Anónimo: Romance

Elements handout

Visualization project

Homework:
AA Garcilaso, Sta. Teresa: Vivo, San Juan: Noche, Góngora: CLXVI, Quevedo, Lope: Rimas humanas CXCI, Sor Juana: A su retrato

SEMANA 12

6
Due: AA Garcilaso, Sta. Teresa: Vivo, San Juan: Noche, Góngora: CLXVI, Quevedo, Lope: Rimas humanas CXCI, Sor Juana: A su retrato

Homework: AA Espronceda: Canción, Avellaneda: Al partir, Bécquer: handout Rima XXI, Martí: Dos patrias, Silva

8: VACACIONES DE LA PASCUA
NO HAY CLASE

SEMANA 13

13
Due AA Espronceda: Canción, Avellaneda: Al partir, Bécquer: handout Rima XXI, Martí: Dos patrias, Silva

Homework: AA poetry Darío: El cisne, Nervo, Machado, Jiménez: Vino, Mistral: Meciendo, Vallejo: Yuntas, Huidobro: La capilla, Ibarbourou, García Lorca

15
Due AA poetry Darío: El cisne, Nervo, Machado, Jiménez: Vino, Mistral: Meciendo, Vallejo: Yuntas, Huidobro: La capilla, Ibarbourou, García Lorca

Homework: AA poetry Palés Matos: Danza, Guillén: Sensemayá, Neruda: handout La UFC, Fuertes, Paz: Cifra, Cardenal: Epigramas, Fagundo, Morejón: Mujer
CRITICAL ESSAY WORKPLAN

SEMANA 14

20

Due: AA poetry Palés Matos: Danza, Guillén: Sensemayá, Neruda: handout La UFC, Fuertes, Paz: Cifra, Cardenal: Epigramas, Fagundo, Morejón: Mujer
CRITICAL ESSAY WORKPLAN DUE

Homework: literature exam

22
poetry review

SEMANA 15

27
LITERATURE EXAM DUE
EVALUACIONES POR LOS ESTUDIANTES
Homework: history exam

29
HISTORY EXAM DUE

SEMANA 16

4 MAYO: ULTIMO DIA DE CLASE
final comprehensive review

SEMANA DE EXAMENES/PONENCIAS FINALES

SPAN 3338, ETC.: MARTES, 11 DE MAYO, MEDIODIA (12:00)
ORIGINAL CRITICAL ESSAY DUE
ORIGINAL CRITICAL ESSAY PRESENTATION