



The University of Jordan

Accreditation & Quality Assurance Center

COURSE Syllabus

1	Course title	Latin American Literature in Spanish
2	Course number	2203410
3	Credit hours (theory, practical)	3
	Contact hours (theory, practical)	3
4	Prerequisites/corequisites	2203301 Introduction to Literature
5	Program title	Spanish- English BA
6	Program code	2203, 2204
7	Awarding institution	The University of Jordan
8	Faculty	Foreign Languages
9	Department	European Languages
10	Level of course	3 rd or 4 th year
11	Year of study and semester (s)	All semesters
12	Final Qualification	BA double major Spanish-English
13	Other department (s) involved in teaching the course	None
14	Language of Instruction	Spanish
15	Date of production/revision	2015

16. Course Coordinator:

Office numbers, office hours, phone numbers, and email addresses should be listed.
 Dr. Ahlam Sbaihat

17. Other instructors:

Office numbers, office hours, phone numbers, and email addresses should be listed.

18. Course Description:

This course gives a general overview of Spanish-American literature from its beginning in the 15th century until the 20th century. It concentrates on a selection of masterpieces in novel, poetry and/or short stories e.g. Ruben Dario, Pablo Neruda, Jorge Luis Borges, Gabriel Garcia Marquez, etc., and also introduces students to the differences between Latin-American Spanish and Spanish language in Spain.

19. Course aims and outcomes:

- 1) The student gets to know and be familiar with the history of Latin America, its Literature and movements, periods, authors and representative texts.
- 2) The student gets to know the most representative texts and be able to analyze, interpret and comment them.
- 3) The student will have a real non-stereotypical vision of Latin America as a whole, its culture and history.

Intended Learning Outcomes (ILOs):

A) Knowledge and Understanding

- The student should acquire skills to criticize and analysis Latin American literary texts, both oral and written.
- The student should get to know the cultural and historical context of Latin literature from pre-Columbian times to the present, with special emphasis on literary movements of the twentieth century.

B) Intellectual Skills

- 1) The student will be able to reflect on the formal elements and mechanisms that make the literary language.
- 2) The student will be able to use reading comprehension techniques that facilitate the understanding of texts.
- 3) The student will be able to compare literary texts from different authors and periods.

C) Specific skills of course

- To know the most representative authors of American Literature and some of their works.
- To understand the evolution of the different stages of the Spanish-American poetry (modernism, art, ...)
- To analyze the keys to the renovation of the novel in the twentieth century.
- To evaluate the importance of prose novel in the history of American Literature in Spanish and world literature.

C) Transferable Skills

The student knows how to work in groups and express their ideas independently thinking.
Integrating the four basic language skills: listening comprehension and reading, speaking and writing.
Expand knowledge of the history and culture of Hispanic America.

20. Topic Outline and Schedule:

Topic	Week	Instructor	Achieved ILOs	Evaluation Methods	Reference
Pre-Colombian Literature	1 st , 2 nd , 3 rd	Dr. Ahlam Sbaihat	Aforementione d	Aforementione d	As mentioned in this paper
Modernism	4 th , 5 th , 6 th	=	=	=	
Post-modernism	7 th , 8 th , 9 th	=	=	=	
Vanguardia	10 th , 11 th , 12 th ,	=		=	
Famous authers	13 th , 14 th	=	=	=	
Boom	15 th , 16 th	=	=	=	

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21. Teaching Methods and Assignments:

Development of ILOs is promoted through the following teaching and learning methods:

Development of ILOs is promoted through the following teaching and learning methods:

- Lecture by lecturer.
- Class discussion conducted by lecturer.
- Recitation oral questions by lecturer answered orally by students.
- Discussion groups conducted by selected group students.
- Lecture-demonstration by lecturer.
- Presentation by a screen of instructor in Spanish Corner.
- Presentations by student panels from the class: class invited to participate (optinal).
- Student reports by individuals (optional).
- Debate (informal) on current issues by students from class.
- Discussion at Facebook groups.
- Small groups such as task oriented, discussion, Socratic.
- Reading assignments in internet, journals, monographs, etc.
- Games with Latin numbers.
- Vocabulary drills

Assignments

12 points:

We have two options; student has to choose one of them.

Oral presentations are used as a method to assess oral presentational skills, understanding of the content, and ability to organize and structure material.

Or

Projects of literary translation of history of Spanish Literature. It is an exceptional method to assess student's creation or innovation abilities.

8 points:

Participation in class or quiz

22. Evaluation Methods and Course Requirements:

Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:

Opportunities to demonstrate achievement of the ILOs are provided through the following assessment

Methods and requirements:

Be selective and patient. Don't bombard learners with a huge list of questions.

Be creative. By create an evaluation activity that is itself engaging and enjoyable! Like numbers in Latin and their relation to literature.

Be clear about whether I want something scientific and flawless, or whether I want something approximate but nonetheless informative and useful.

Be balanced. I can monitor results over time. Make a variation in process teaching in class by asking the different questions and by try combining a standardised element that allows to make comparisons over time, with a random or changing element which allows you to get feedback.

Be human. Traditional evaluation methods tend to dehumanise the process, partly due to a mistaken belief in what is and what isn't 'scientifically' respectable.

Design an extension of this programme, Draw a life line with this course on it. Predict how lecturer will see this course next week, next month, next year, 10 years time. Assess the progress on each course/individual objective. Assess the value of each element of the programme. Things that shouldn't be changed on this course.

23. Course Policies:

A- Attendance policies:

Upon the university regulations

B- Absences from exams and handing in assignments on time:

Upon the university regulations

C- Health and safety procedures:

Do not belong to this department

D- Honesty policy regarding cheating, plagiarism, misbehaviour:

Upon the university regulations

E- Grading policy:

12 points (Project or presentation) + 8 (participation or quiz) + 30 Midterm + 50 final= total 100

F- Available university services that support achievement in the course:

Internet and Library

24. Required equipment:

Dictionaries and Internet

25. References:

A- Required book (s), assigned reading and audio-visuals:

- Carlos Alvar, Breve historia de la literatura española, Anaya; Poc edition, 2014.
- Rubén Darío, cuentos y poemas, CreateSpace Independent Publishing Platform, 2014.
- Chris Rodrigues, Chris Garratt, Modernismo para principiantes, Longseller, 2011.
- Russell Gold, The Boom: How Fracking Ignited the American Energy Revolution and Changed the World, Simon & Schuster; 2015

B- Recommended books, materials, and media:

Internet

26. Additional information:

Name of Course Coordinator: Dr. Ahlam Sbaihatr Signature: ----- Date: -----

Head of curriculum committee/Department: ----- Signature: -----

Head of Department: ----- Signature: -----

Head of curriculum committee/Faculty: ----- Signature: -----

Dean: ----- -Signature: -----

Copy to:
Head of Department
Assistant Dean for Quality Assurance
Course File