

Application for a New Course v9

Course ID <i>Subject and Number</i>	SPAN 470
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Paul Roggendorff
2	Course Teacher	Paul Roggendorff
3	Course Title	Christian Expression in Hispanic Letters
4	Course Abbreviation (if title is over 30 characters)	Christian Exp. in Hisp. Letters
5	College	Arts and Sciences
6	Department	Language and Literature
7	Number of Credit Hours	3
8	Is the course Fixed Credit or Variable Credit?	fixed
9	Is the course repeatable?	no
10	Maximum number of times course may be repeated	
11	Maximum number of hours credit	
12	Explanation for variable credit	
13a	Course contact hours - LEC	3
13b	Course contact hours - Lab	n/a
13c	Course contact hours - Practicum	n/a
13d	Course contact hours - Seminar	n/a
13e	Course contact hours - Studio	n/a
13f	Course contact hours - Online	n/a
13g	Course contact hours - Colloquium	n/a
13h	Course contact hours - Field Experience	n/a
13j	Course contact hours - Internship	n/a
13k	Course contact hours - Research	n/a
13m	Course contact hours - Workshop	n/a
13n	Course contact hours - Other (specify)	n/a
14	Instructor Workload	3
15	Grade Mode (check all appropriate):	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	20
17	Catalog Description (50 words or less)	Reading and analysis of select works of literature that reflect on Christianity through an Hispanic worldview.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	SPAN 360, 361 or 365; or instructor's consent.
19	List any co-requisites	
20	If the course is cross listed, specify the Course ID(s) MUST have	

	signature in Section V off all Department Chairs	
21	Does this course have any special student costs? Yes/No <i>Attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	No
22	How often will it be offered? Fall	yes
23a	How often will it be offered? Spring	
23b	How often will it be offered? Summer	
23c	How often will it be offered? Fall	
24	Frequency?	odd years
25	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Fall 2015
26	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	
27	Is this course required for a degree/s? Yes/No <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	Yes. It is within the menu of culture courses for the revised Spanish degree plan. See Revised Spanish degree proposal.
28	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i>	Yes Spring 2013, ID 15073, 4 students
29	List any courses in which content overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.</i>	n/a

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	It adds an important senior level course for the literature menu for the revised degree plan.
2	Justification State the justification for adding this course to the current curriculum. Represent the need	The Spanish major has few senior level literature courses, which is why so many special topics courses were offered in the past five years. It is a thematic counterpart to ENGL 471 <i>Literature and Belief</i> . This course contributes to filling in the Spanish degree plan.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	Intended for majors and minors in Spanish.
2	State the overarching course goal(s) in performance terms.	Be able to explain the political, historical, cultural and literary nexus of Christian Expression in Spanish Letters.

2. Competencies and Measurements

	Competency	Measurement
1	Interpret and discuss complex literary texts	Class participation Reflection essays Annotated Bibliography Research Paper
2	Categorize and compare different forms of Christian expression in Hispanic literature	Class participation Reflection essays
3	Characterize and compare the evolution of Hispanic Christian expression over time and across borders	Class participation Reflection essays
4	Employ various tools for literary analysis and criticism.	Reflection essays Annotated Bibliography Research Paper
5		
6		
7		
8		
9		

3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.

Borges, Jorge Luis. Selections from *El Aleph* and *El informe de Brodie*. available as ePub.

Cardenal, Ernesto. Selection of poems, and "Lo que fue Solentiname." (fotocopias).

Cervantes, Miguel de. *El ingenioso hidalgo don Quijote de la Mancha*. Edición IV centenario. Madrid: Real Academia Española, 2005.

Cortázar, Julio. Selections from *Alguien que anda por ahí*. Available as ePub.

Fray Luis de Granada. Selections from *Guía de Pecadores*. available for download through the Gutenberg Project.

Fray Luis de León. Selections from *De los nombres de Cristo*. Available for download through the Gutenberg Project.

Fuentes, Carlos. *En esto creo*. Barcelona: Seix Barral, 2008. available as ePub.

Monroy, Juan Antonio. *La Biblia en el Quijote*. Madrid: Suarez. 1963

San Juan de la Cruz. Selections of poems available online

Santa Teresa de Ávila. Selections from *Las exclamaciones del alma a Dios y Moradas del castillo interior*. México: Porrúa, 1966. available as ePubs

Silva Gotay, Samuel "Teología de la Liberación Latinoamericana: Camilo Torres."

Fuentes de la Cultura Latinoamericana, ed. Leopoldo Zea. México: Fondo de Cultura Económica, 1993. (photocopy)

Unamuno, Miguel de. *San Manuel Bueno, mártir*. Introducción de Antonio Barrios Ruiz. 1990. available as ePub.

2. For **combined undergraduate/graduate** courses, make two lists:

- a. full publication information; label **Undergraduate**.
- b. full publication information; label **Graduate**. Indicate number of pages required.

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

1	Library — Submit new course application and syllabus to the Director of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the library director's report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Degree Plan — The impact of the course must be reviewed by the Director of Curriculum. Attach degree plan signed by the Director of Curriculum.
4	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
5	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
6	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
7	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
8	Justification — Attach all documents referred to in Section II-2
9	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
10	Provide documentation for all additional attachments here

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

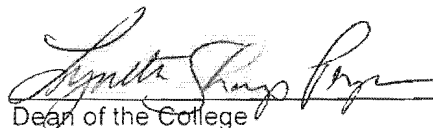
Primary Department



Department Chair

3/28/14

Date



Dean of the College

4-2-14

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

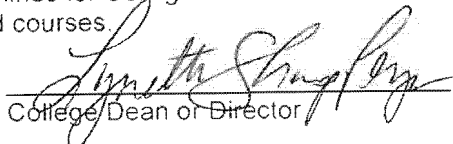
VI. Approvals *Place all approvals on one page.*

A. Course ID: SPAN 470

Course Title: Christian Expression in Hispanic Letters

1. College Academic Council Action: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ☒ Denied ☐  4-2-14
College Dean or Director Date

Approved ☐ Denied ☐ _____
College Dean or Director Date

2. Graduate Council Action: (for graduate level courses)

Approved ☐ Denied ☐ _____
Dean of Graduate School Date

3. University Undergraduate Academic Council Action:

For undergraduate level courses only

Approved ☐ Denied ☐ _____
Associate Provost Date

4. University General Education Council Action: (when applicable)

Approved ☐ Denied ☐ _____
Provost or designee Date

5. University Budget Committee Action: (when applicable)

When applicable – see New Course Application Instructions

Approved ☐ Denied ☐ _____
Chair, University Budget Committee Date

6. Academic Provost Action: (for all courses)

Approved ☐ Denied ☐ _____
Provost Date

7. President of the University Action: (for all courses)

Approved ☐ Denied ☐ _____
President Date

Attach notes, comments, or conditions from appropriate councils:

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

MEMORANDUM

DATE: March 12, 2014
TO: Dr. Paul Roggendorff
FROM: Mark McCallon, Associate Dean for Library Services
RE: New Course Application – SPAN 470 – Christian Expressions in Hispanic Writings

After reviewing the course proposal for SPAN 470 – Christian Expressions in Hispanic Writings, the library is able to support the proposed course. Please contact your Librarian Liaison Carisse Berryhill (carisse.berryhill@acu.edu) or Karen Hendrick (hendrick@acu.edu) if additional library resources are needed for supporting the course. Thank you for letting us review the course application.

Wednesday, March 12, 2014
Paul Roggendorff
Abilene Christian University

Re: SPAN 470 Application

Dear Paul,

The Adams Center has completed the review SPAN Christian Expression in Hispanic Writings. The syllabus was reviewed based on the ACU Syllabus Guidelines. The syllabus proposed meets or exceeds the expectations described in these guidelines.

Here are some notes and suggestions for improving the syllabus's accuracy and clarity.

- Add the instructor's office hours.
- You may want to add an expectation for how best to contact the instructor.
- You may want to add rules for disputing/discussing grades.
- Add a grading scale (A = 90-100, B = 80-89, etc)
- You may want to add rules for late assignments or exams.
- Add a statement reserving the right to modify the calendar as necessary.

Please address these items before submitting your syllabus to the council. There is no need to return the syllabus to the Adams Center for further review if these items are completed. Of course, if you would like to discuss these suggestions or any other aspect of your syllabus or instructional strategies, please contact me and we will schedule a time as soon as possible. We are here to serve you as you help prepare students for Christian service and leadership throughout the world.

Grace and Peace,

David Christianson
Instructional Designer
Adams Center for Teaching and Learning
Abilene Christian University

SPAN 470: Christian Expression in Hispanic Writings

Syllabus, fall 2015

About the University

The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

The mission of the College of Arts and Sciences is to educate students for worldwide Christian service and leadership through programs of study and other learning experiences that blend a liberal arts education with professional and career education. The college offers a broad spectrum of programs in the arts, humanities, mathematics and social behavioral and natural sciences as well as professional and pre-professional programs. Every student at ACU regardless of major passes through the College of Arts and Sciences because most of the university's core curriculum is housed in the college.

About the Course

SPAN 470.01, 3 credits

Time: MW 2:00 – 3:20

About the Teachers

Instructor: Paul Roggendorff

Classroom: CHA 312

Office: Chambers 325

Phone: 674-2494

Email: par08b@acu.edu

Office Hours: M – F, 1:00–3:00

Please feel free to contact me (email is best) if you have any difficulty with this course or with a specific assignment. Keep in mind that if you wait until the last minute, options for dealing with a problem may be limited. Coming to see either one of us ahead of time makes possible greater flexibility.

About the Student

This class is intended as a senior-level literary class for Spanish majors and minors.

About the course content

SPAN 470 Christian Expression in Hispanic Writings (3-0-3), fall, odd years. Reading and analysis of selected works of literature that reflect on Christianity through an Hispanic world view. Prerequisite: SPAN 360, 361, or 365; or instructor's consent.

About the Class Format

This is a lecture-based course with online and class discussion.

About the Teaching/Learning Methods

The primary learning methods employed will be reading, listening to lecture, participating in discussions, and reflecting through writing. The instructor will create a discussion prompt on the blog and students will be expected to reply directly to the prompt, and to at least one other classmate. During class, the initial topic raised in the blog discussion will be discussed further in light of the class readings. This may take the form of a lecture or a class discussion or both. Each week, students will write a short reflection paper (400 words).

About the Course Learning Materials

- Borges, Jorge Luis. Selecciones de *El Aleph* y *El informe de Brodie*. disponible en ePub.
- Cardenal, Ernesto. Selección de poemas, "Lo que fue Solentiname." (fotocopias).
- Cervantes, Miguel de. *El ingenioso hidalgo don Quijote de la Mancha*. Edición IV centenario. Madrid: Real Academia Española, 2005.
- Cortázar, Julio. Selecciones de *Alguien que anda por ahí*. disponible en ePub.
- Fray Luis de Granada. Selecciones de *Guía de Pecadores*. de Gutenberg Project.
- Fray Luis de León. Selecciones de *De los nombres de Cristo* y poesía. de Gutenberg Project.
- Fuentes, Carlos. *En esto creo*. Barcelona: Seix Barral, 2008. disponible en ePub.
- Monroy, Juan Antonio. *La Biblia en el Quijote*. Madrid: Suarez. 1963 (fotocopias)
- San Juan de la Cruz. Selección de *Poesías completas y otras páginas*. Zaragoza: Clásicos Ebro, 1971.
- Santa Teresa de Ávila. Selecciones de *Las exclamaciones del alma a Dios y Moradas del castillo interior*. México: Porrúa, 1966. disponible en ePub
- Silva Gotay, Samuel "Teología de la Liberación Latinoamericana: Camilo Torres." *Fuentes de la Clutura Latinoamericana*, ed. Leopoldo Zea. México: Fondo de Cultura Económica, 1993. (fotocopias)
- Unamuno, Miguel de. *San Manuel Bueno, mártir*. Introducción de Antonio Barrios Ruiz. 1990. disponible en ePub.

About the Christian Perspective for the Course

First and foremost, the critical perspective from which all works will be analyzed will presuppose a Christian worldview based on the Restoration Movement (Stone-Campbell) tradition. Works of literature will be analyzed both for their content and their impact on or reflections of a broad and timeless Hispanic culture and/or regional and historically contextualized setting. We therefore will be able to admire beautiful expressions of faith as well as examine deep and personal moments of doubt. In all cases, each of the works are examined with a critical literary eye for content and style.

About Overall Course Outcome

Upon successful completion of this course, you will be able to:

1. Interpret and discuss complex literary texts.
2. Categorize and compare different forms of Christian expression in Hispanic literature.
3. Characterize and compare the evolution of Hispanic Christian expression over time and across borders
4. Employ different tools of literary analysis and criticism.

About the Evaluation Methods

I believe that my role as teacher is not so much to impart information as to facilitate learning. And learning does not occur without effort and involvement on the part of the students.

I hope that the variety of topics and assignment types will appeal to the diversity of interests and learning styles among class members. Every week, you should set aside three or four hours outside of class for completing the various learning activities.

1. **Research Paper and Annotated Bibliography.** You will choose, with the professor's guidance, a research project outside of the class reading. You will first produce an annotated bibliography in which you will identify and evaluate the necessary resources for your research project. Based on the bibliography, you will then write a research paper in which you will introduce and identify your main idea, developing it logically and sequentially, and support your ideas through the appropriate use of citations. In both the annotated bibliography and the research paper you will also practice the use of the Spanish language. See schedule for when to declare your topic and when to turn in the annotated bibliography, first draft and final draft of the research paper.
2. **Class Participation.** Read assignments, show up, ask questions, answer questions, and be actively involved in the learning process.
3. **Reflection Essay.** Every week you will turn in a two page (double spaced) paper in which you reflect further on the texts read and discussed in class. I believe that writing is a significant tool for making meaning and for discovery. You can choose your own point of focus ("the question"), or you may respond to one or more of the following options.
 - a. What do you think of this text and why?
 - b. List the emotions (anger, pity, envy, admiration, astonishment, piety, etc.) the work evoked. Then explain the reasons you think you that way.
 - c. copy one sentence, one line, or one phrase that strikes you as especially beautiful, puzzling, enlightening, etc. Then discuss how and why it evoked this response.
 - d. Write a "letter to the author" asking questions or making observations about the reading.
 - e. Explain why you could or could not identify with a particular character or situation in the reading.

- f. Reread the work after class discussion and reflect on how your impression of the reading changed from your initial reading of the piece.

Make sure to vary the format from week to week. the one thing I do not is a mere summary of the readings. Your ideas about the readings are more important. I want to know what you are thinking and why.

About the Grading Criteria

Research Paper Grading Criteria

	A	B	C	D
Introduction and Thesis Statement	Clearly and concisely directs the project development; scope is suitable for assigned task and focuses all elements of work.	Adequately directs the project development; generally focused and specific; reasonably addresses assigned task.	Purpose of project is present but vague.	Purpose of the project is not clear or appropriate.
Content	Superior and carefully organized response to the topic. Each paragraph has a focused idea an excellent supporting detail. Sources are critically synthesized to address chosen topic. Appropriate, logical conclusions are made and connected to the project purpose.	Effective response to the topic. Synthesis of information is coherent. Conclusions are appropriate and connected to the project purpose.	Adequate response to the topic: moderately sustained and developed ideas and acceptable analysis of topic ideas. Conclusions are made, but not entirely supported by presented information or do not attempt to fully address the purpose of the project.	Inadequate response to the topic; ideas are undeveloped, confused or disconnected. Conclusions are not present or are not connected to presented information or project purpose.

	A	B	C	D
Language	Language exhibits great vocabulary range; no spelling errors; simple and complex structures exhibit no errors.	Language exhibits good vocabulary range; one to two spelling errors per page; simple structures exhibit no errors, but complex structures exhibit some errors.	Language exhibits adequate vocabulary range; three to four spelling errors per page; simple and complex structures exhibit some errors.	Language exhibits deficient vocabulary range; more than four spelling errors per page; avoidance of complex structures and limited control of simple structures.
Use of Sources	Students correctly implement all of the following strategies: 1) selects critical sources; 2) adheres to MLA citation and reference style; 3) paraphrases, summarizes, or quotes in ways that are true to original content; 4) distinguishes between common knowledge and ideas requiring attribution. Practices ethical and legal restrictions on the use of published, confidential, and/or proprietary	Students correctly use three of the information use strategies and practices ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students correctly use two of the information use strategies and practices ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use one of the information strategies and practices ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

	A	B	C	D
	information.			

Annotated Bibliography

	A	B	C	D
Identify Needed Information	Effectively defines and narrows the scope of the research topic. Types of sources selected directly answer the research question	Defines the scope of the research topic completely. Types of sources selected relate to concepts or answer the research question.	Defines the scope of the research topic incompletely (parts are missing, remains too broad or too narrow, etc.). Types of sources selected partially relate to concepts or answer the research question.	Has difficulty defining the scope of the research topic. Types of sources selected do not relate to concepts or answer the research question.
Access Needed Information	Citations represent various media (e.g., books, journals, websites). All cited resources come from reliable sources.	Citations represent various media (e.g. book, journals, websites). Most cited resources come from reliable sources.	Citations represent a limited range of media (e.g., books, journals, websites). some cited resources come from reliable sources.	Citations are from only one type of media. Few cited resources come from reliable sources.
Use Needed Information Ethically and Legally	Citations and references are correct MLA citation style. Paraphrase, summary, or quotes in ways that are true to original context.	Citations and references are MLA style with few errors. Paraphrase, summary, or quotes are close to the original context, but not rely too heavily on quoting or have too little summary.	Citations and references are consistent, but aren't MLA style. Paraphrase, summary, or quotes are too broad to reflect the original content.	Citations and references do not resemble a citation style. Annotations are absent or do not reflect content of the article.

	A	B	C	D
Language	Language exhibits great vocabulary range; no spelling errors; simple and complex structures exhibit no errors.	Language exhibits good vocabulary range; very few spelling errors; simple structures exhibit no errors, but complex structures exhibit some errors.	Language exhibits adequate vocabulary range; a few spelling errors; simple and complex structures exhibit some errors.	Language exhibits deficient vocabulary range; several spelling errors; avoidance of complex structures and limited control of simple structures.

Class Participation Grading Rubric

	A	B	C	D
Pronunciation	Near-native pronunciation of most common words on a consistent basis.	Very good pronunciation of most common words on a consistent basis, but still exhibits some anglicized phonemes.	Good pronunciation of most common words on a consistent basis, but still exhibits many anglicized phonemes.	Understandable pronunciation of most common words, but exhibits
Vocabulary Range	Vocabulary range is superior to expected.	Vocabulary range is good for the task.	Vocabulary range is minimally acceptable for the task.	Vocabulary range is insufficient for the task.
Fluidity	Speaks with security and generally with accuracy. Only very infrequent hesitation or searching about for the right vocabulary or conjugation.	Speaks with security, if not always with accuracy, or vice versa. Exhibits little hesitation to search for the right vocabulary or conjugation, but does not distract from effective communication.	Speaks with some insecurity, as well as some inaccuracy. Exhibits some hesitation to search for the right vocabulary or conjugation, but corrections usually improve communication.	Speaks with insecurity and inaccuracy. Frequent hesitation while searching for the right vocabulary or conjugation which makes communication difficult.

	A	B	C	D
Engagement	Always attentive to the conversation, even when the topic is not personally the most interesting. Always contributes to the conversation with insights or observations of substance.	Always attentive to the conversation, even when the topic is not personally the most interesting. Always has something good to contribute about the topic.	Mostly attentive to the conversations, although prone to 'drift' when the topic is not personally interesting. Usually has something to say about the topic.	Sometimes attentive, but prone to 'drift.' Sometimes has something to say which is on-topic.

Reflection Essay Grading Rubric

	A	B	C	D
The Question	Explores a thought-provoking question that shows engagement in a larger cultural, philosophical, and/or theological conversation.	Explores a thought-provoking question that is engaging at a philosophical, cultural and/or theological level.	Explores a question. Satisfies the requirement.	Summarizes a partial or sketchy reading.
Organization of ideas	Organization clarifies the issue in question	Organization is good	Organization is evident	Organization is deficient
Language	Language exhibits great vocabulary range; excellent pronunciation; complex structures exhibit hardly any errors; comfortable expression	Language exhibits good vocabulary; very good pronunciation; complex structures exhibit some errors; competent expression	Language exhibits adequate vocabulary range; good pronunciation; consistent error patterns in some complex structures; adequate expression	Language exhibits deficient vocabulary range; subpar pronunciation; avoidance of complex structures and limited control of simple structures; deficient expression

About the Grade

“Teachers do not **give** grades; they record what the student has accomplished.”

Class Participation	15 %
Reflection Essays	40 %
Annotated Bibliography	15 %
Research Paper	30 %

In all cases, an A is 90 – 100%, a B is 80 – 89%, a C is 70 – 79%, a D is 60 – 69%, and an F is 59% and below. Averages with decimals will be rounded to the nearest whole number.

About the Course Policies

Academic Integrity: Cheating Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failure to give credit to sources used in a work in an attempt to present the work as one’s own, 2) Submission of papers or projects obtained from another source (e.g., research service or club paper file) as one’s own, and 3) Falsifying information orally or in writing. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of the College of Arts and Sciences, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following this link:

<http://www.acu.edu/campusoffices/studentlife/judicialDocuments/AcademicIntegrityPolicy.pdf>.

Golden Rule: We are a learning community. Do not engage in any behavior that will keep you—or the people around you—from learning. This includes checking Facebook and texting.

Attendance: Attendance is mandatory. If you miss class for any reason you may be assigned extra work to make up for the missed learning opportunity.

Accommodations for Students with Special Needs: Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at (325) 674-2667.

Late work: will not be accepted. If you plan to be absent on the due date for an assignment or exam, you may petition to turn the assignment in early or take the exam early. Excused absences (school and medical) will require appropriate documentation in order to petition turning in items late or doing make-up exams.

About the Course Schedule

Week	Topic	Readings
1	Introduction Don Quijote	Juan Monroy
2	Don Quijote	Juan Monroy; Don Quijote, selecciones
3	Don Quijote	Don Quijote, selecciones
4	Don Quijote	Don Quijote, selecciones Reflection essay on Don Quijote due Friday.
5	Los ascéticos	Luis de Granada, ensayos
6	Los ascéticos	Luis de León, ensayos y poesía
7	Los ascéticos	Juan de la Cruz, poesía
8	Vacaciones de primavera	Vacaciones de primavera
9	Los ascéticos	Santa Teresa de Ávila Reflection essay on Ascetics due Friday.
10	Crisis existencial	Unamuno – San Manuel Bueno, Mártir
11	Crisis existencial	Unamuno – San Manuel Bueno, Mártir Reflection essay on Unamuno due Friday.
12	Jorge Luis Borges	El evangelio según Marcos La muerte y la brújula
13	Dos perspectivas contemporáneas	Carlos Fuentes – En esto creo Silva Gotay – Teología de la liberación
14	Teología de la liberación	Poesía de Ernesto Cardenal Julio Cortázar – Apocalipsis en Solentiname
15	La muerte de Dios	Daniel Gallegos – La colina. Reflection essay on late 20th Century due Friday.

This schedule is tentative and subject to change.