FLORIDA ATLANTIC UNIVERSITY

NEW COURSE PROPOSAL
Undergraduate Programs

Department Languages, Linguistics, and Comparative Literature

College Arts and Letters

*(To obtain a course number, contact **erudolph@fau.edu**)*

UUPC Approval 1-31-22
UFS Approval _____
SCNS Submittal _____
Confirmed _____
Banner Posted _____
Catalog _____

Prefix SPN

Number 3435

(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)

Lab Code

Type of Course: Lecture

Course Title: Introduction to Creative Writing in Spanish

Credits *(Review Provost Memorandum)*: 3

Effective Date *(TERM & YEAR)*: Spring 2023

Grading *(Select One Option)*: Regular (●) Pass/Fail ( ) Sat/UnSat ( )

Course Description *(Syllabus must be attached; Syllabus Checklist recommended; see Guidelines)*

Introduction to Creative Writing in Spanish provides a general overview of prominent ideas about the creative process in the Hispanic world and, through workshop, ample guided opportunities for the development of students' command of effective written expression in Spanish, with emphasis on prose (non/fiction) and poetry.

Prerequisites, with minimum grade*

SPN 3400 with minimum grade of C, SPN 3343 with minumum grade of C, or permission from the instructor.

Corequisites

none

Registration Controls *(Major, College, Level)*

n/a

Default minimum passing grade is D-.** **Prereqs., Coreqs. & Reg. Controls are enforced for all sections of course

WAC/Gordon Rule Course

( ) Yes (●) No

WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See WAC Guidelines.

Intellectual Foundations Program (General Education) Requirement *(Select One Option)*

None

General Education criteria must be indicated in the syllabus and approval attached to the proposal. See GE Guidelines.

Minimum qualifications to teach course

Terminal degree in the field (or closely related area, with record of pertinent publications).

Faculty Contact/Email/Phone

Mauricio Almonte, MFA, malmont3@fau.edu, (561) 297-0321

List/Attach comments from departments affected by new course

Dr. McKay, Director, MFA in Creative Writing Program [English]

Approved by / ***Date***

		Date
Department Chair	[signature]	1/22/2022
College Curriculum Chair	Philip Lewin	1/25/22
College Dean	[signature]	1-26-2022
UUPC Chair	Ethlyn Williams	1-31-22
Undergraduate Studies Dean	Daniel Meeroff	1-31-22
UFS President		
Provost		

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

SPN 3435-001
Introduction to Creative Writing in Spanish

MW 4:00 – 5:20 PM
3 credits

Spring, 2023
Prof. Almonte
Office: CU 271
Office hours: TR 1:00 – 3:00 PM
Classroom: TBA
Telephone: 561-297-0321
Email: malmont3@fau.edu

Course Description

Introduction to Creative Writing in Spanish provides a general overview of prominent ideas about the creative process in the Hispanic world, and, through writing workshops, ample guided opportunities for the development of students' command of effective written expression in Spanish, emphasizing fiction, creative non-fiction, and poetry.

Instructional Method

This course is designated as in-person. As such, students are required to attend all class meetings.

Prerequisites

One of the following: (1) SPN 3400: Advanced Spanish Grammar with a C or higher, (2) SPN 3443: Advanced Spanish for Heritage Learners with a C or higher, (3) Permission from the Instructor.

Course Objectives/Student Learning Outcomes

Upon successful completion of this course, students should:

- Through lecture and analysis of assigned readings, be familiar with methods, routines, and techniques practiced by various writers from the Hispanic world;
- Through workshops, become increasingly comfortable and effective at providing constructive feedback, in Spanish, when commenting a piece of writing in said language;
- Through workshops, further strengthen command of the Spanish language;
- Through workshops, have two polished pieces of short fiction, nonfiction, or poetry in Spanish.

Course Evaluation Method

The overall course grade is based on the following components:

- Quizzes (generally about assigned readings) = 10 % of Overall / Final Grade;
- Writing Journal (weekly entries) = 20 % of Overall / Final Grade;

- Workshop (two texts) = 40 % of Overall / Final Grade;
- Presentation (about assigned readings) = 10 % of Overall / Final Grade;
- Attendance and In-class participation = 20 % of Overall / Final Grade.

Course Grading Scale

The grading scale is as follows:

- A 100 – 93
- A- 92 – 90
- B+ 89–87
- B 86–83
- B- 82–80
- C+ 79–77
- C 76–73
- C- 72–70
- D+ 69–68
- D 67–66
- D- 65–64
- F 63 – 0

The minimum grade required to pass the course is C.

Policy on Late Work, and Incompletes

Untimely completion of assigned work imperils our ability to meet course objectives. For said reason, no late work is accepted, except when such work is delivered late as a direct result of an excusable event, e.g., mandatory participation in university-approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities; jury-duty, medical condition, and/or religious observance/holiday.

The grade of Incomplete ("I") is reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances.

Classroom Etiquette Policy

Everyone is expected to observe basic components of civility, which includes curtailment of immediate/self-interests, particularly when leading to disruptive behavior, and respect (for self and others).

Policy on the Recording of Lectures

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class

attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

Attendance Policy

Students are expected to attend all their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to http://www.fau.edu/counseling/

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

Required Texts/Readings

In the interests of textbook affordability, all required texts/readings are available for free online or within Canvas. Said texts/readings are as follows:

- Buñuel Portolés, Luis. *Mi último suspiro.* México, Editorial Debolsillo, 2012. [Sample Chapter]
- Burgos-Debray, Elizabeth, ed. *Me llamo Rigoberta Menchú y así me nació la conciencia.* 1983, México, Siglo Veintiuno, 2007. [Introduction]
- Clavel, Ana. *Cuerpo náufrago.* México, Alfaguara, 1995. [Sample Chapter]
- Gordon-Chipembere, Natasha. "The Elegance of Quince Duncan: A Chat with the Celebrated Writer." *The Tico Times*, 29 Aug.2016.
- Manzari, H.J. "Rompiendo el silencio —Entrevista con el escritor costarricense Quince Duncan." *Afro-Hispanic Review.* 23, 2, 2004, 87-90.
- Neruda, Pablo. *Confieso que he vivido.* New York, Farrar, Straus and Giroux, 1972. [Sample Chapter]
- Pérez Villalón, Fernando. "Variaciones sobre el viaje (dos viajeros ejemplares: Mistral y Oyarzún." *Revista Chilena de literatura*, 64, 2004, 47-72.
- Torquemada, Blanca. "Corín Tellado: 'No concibo mis historias de amor sin lujo'." *ABC.* 7 Dec., 2003.
- Vargas Vila, José María. *Alba Roja.* Madrid, Editorial de Fernando Fe, 1902.

Course Topical Outline

The course schedule, which the instructor may modify as needed, is as follows:

Dates	*What are we doing in class?*	*What is due?*
09 January & 11 January	• General introduction to the class; • Discussion of methods and routines: José María Vargas Vila.	• Quiz (on Canvas) • Journal Entry #1
18 January	• Discussion and analysis of *Alba roja:* "Prefacio" • Discussion of methods and routines: José María Vargas Vila.	• Quiz (on Canvas) • In-class presentations (two students) • Journal Entry #2
23 January & 25 January	• Discussion and analysis of *Alba roja* (1-50) • Discussion of methods and routines: Corín Tellado	• Quiz (on Canvas) • In-class presentations (two students) • Journal Entry #3
30 January & 01 February	• Discussion and analysis of *Alba roja* (51-100) • Discussion of methods and routines: Gabriela Mistral	• Quiz (on Canvas) • In-class presentations (two students) • Journal Entry #4
06 February &	• Discussion and analysis of *Alba roja* (101-50)	• Quiz (on Canvas)

08 February	• Discussion of methods and routines: Pablo Neruda	• In-class presentations (two students) • Journal Entry #5
13 February & 15 February	• Discussion and analysis of *Alba roja* (151-200) • Discussion of methods and routines: Ana Clavel	• Quiz (on Canvas) • In-class presentations (two students) • Journal Entry #6
20 February & 22 February	• Discussion and analysis of *Alba roja* (201-50) • Discussion of methods and routines: Quince Duncan	• Quiz (on Canvas) • In-class presentations (two students) • Journal Entry #7
27 February & 01 March	• Discussion and analysis of *Alba roja* (251-79) • Discussion of methods and routines: Elizabeth Burgos-Debray	• Quiz (on Canvas) • Presentation (two students) • Journal Entry #8
13 March & 15 March	• Workshop 1: Group 1	• Feedback for peers whose work is being workshopped • Journal Entry #9
20 March & 22 March	• Workshop 1: Group 2	• Feedback for peers whose work is being workshopped • Journal Entry #10
27 March & 29 March	• Workshop 1: Group 3	• Feedback for peers whose work is being workshopped • Journal Entry #11
03 April & 05 April	• Workshop 1: Group 4	• Feedback for peers whose work is being workshopped • Journal Entry #12
10 April & 12 April	• Workshop 2: Group 1	• Feedback for peers whose work is being workshopped • Journal Entry #13
17 April & 19 April	• Workshop 2: Group 2	• Feedback for peers whose work is being workshopped • Journal Entry #14
24 April & 26 April	• Workshop 2: Group 3	• Feedback for peers whose work is being workshopped • Journal Entry #15
01 May & 03 May	• Workshop 2: Group 4	• Feedback for peers whose work is being workshopped • Journal Entry #16