

WINTHROP UNIVERSITY
SPAN 395-600: Literatura Fantástica
Fall 2025



Profesor: Adam Glover
Email: glovera@winthrop.edu
Office Hours: Tues and Thurs: 11:30-12:15
Office: Kinard 223

Lecture: Mon/Wed: 12:30-1:45 p.m.
LLC: Tues/Thurs: 12:30-1:45 p.m.
3-Credit Hours

I. Course Description:

This course is an introduction to fantasy and magical realist literature mostly in Latin America. We will begin with brief theoretical readings by important theorists of the genre and then proceed to a series of stories by key representatives of the genre.

II. Course Goals and Student Learning Outcomes:

- (1) To familiarize students with the broad trajectory of Spanish-language fantasy and magical realist fiction in the nineteenth and twentieth centuries
- (2) To develop skills in reading, writing, literary analysis, and argumentation
- (3) To expand your vocabulary and refine your written and oral expression in Spanish
- (4) To reflect on a series of “big questions” that literature inevitably raises

III. Required Materials:

1. Packet of readings (available from RHHS)
2. Access to a Spanish dictionary

IV. Prerequisite:

- A. 5 or higher with no one domain less than a 4 on the STAMP assessment OR a 4 or higher on the AP FREN exam.
- B. High School GPA of a 3.0+

V. Course Outline:

The course will be taught in the sequence of units within the curriculum. When necessary, the professor will make adjustments to the course calendar.

VI. Course Credit:

SPAN 395: is an AP-weighted, dual credit accrual course. Students earn one Carnegie unit of high school credit and three hours of transferable college credit upon successful completion of the course.

Students at Rock Hill High School receive college credit through Winthrop University. Students complete the Pre-College Application to be registered for the course and will receive a college ID.

The course is a three-hour (credit) course and *may* be transferred to a college or university either in S.C. or out-of-state. Each college and university has a different protocol for how they will determine how many credits will transfer as well as whether they will count toward your major or general education requirements. Please call your prospective school's advising office for more information on not just whether your Winthrop University language credit will transfer, but also how the credits will be measured and translated for your specific major.

LIFE Scholarship

Grades earned in a high school dual credit course may affect scholarship eligibility. The LIFE Scholarship is a renewable scholarship for residents of South Carolina who are enrolled in college full-time. Awards are made automatically; no scholarship application is required. The amount is \$5,000 per year and may be "enhanced" to \$7,500 per year for upperclassmen in declared science and mathematics related majors. It is important to note to continue a LIFE scholarship in the sophomore year, any credit hours earned before high school graduation will be used toward the student's cumulative GPA. Students must earn a minimum cumulative LIFE GPA of at least a 3.0 on a 4.0 scale. The LIFE GPA must include all grades earned at the college plus all grades attempted (excluding remedial) at all other institutions, both in-state and out-of-state.

Transcript

To be accepted as dual credit, the college course taken for dual credit must be approved by Rock Hill Schools. Approved dual credit courses within the Dual Language Immersion Program do not require pre-approval. All other dual credit courses require specific permission from the district in order to be completed. Students should see their high school guidance counselors for appropriate permission forms and/or guidance.

While enrolled in a dual credit course, students are completing coursework as a member of the district and as part of their regular high school course loads. Grades earned in dual credit courses must be submitted to the district and counted as part of the student's GPA and ranking, even if a low or failing grade is earned.

Note that a dual credit course carries one additional quality points in calculation of the student's cumulative GPA.

VII. Grading:

Active Participation (10%). Participation is required not only because it is a part of the final grade, but also because it directly affects how much Spanish you will learn. Students will receive one participation grade at midterm, and one at the end of the semester. Participation includes oral participation in class discussions and small group activities. Students should pay attention, ask questions, and *make sure all cell phones are off*. Also, students should speak in Spanish—use of English in class will be reflected in the participation grade.

Reading Quizzes (20%). Each new reading assignment will be accompanied by a short reading quiz. The quiz is designed to ensure that you have read the text carefully and understood it in general outline. The quizzes are not designed to trip you up. If you read carefully, you should have no problem earning full credit.

Analysis Essay (10%) Students will compose two short papers (3-4 pages each) throughout the semester. Papers should be composed in Spanish. Details below.

Final Presentation (10%). In groups of three, students will give a presentation during the course's normal final exam period. See Blackboard for more details.

Exams (30%). There will be 3 exams, two written (10% each) and one oral (10%). **There will be no make-ups except in extraordinary circumstances.**

Winthrop Grading Scale:

A= 90-100% B+=85-89% B=80-84% C+=75-79% C=70-74% D+=65-69% D=60-64% F=0-59%

- Numerical grades will appear on Rock Hill High School report card
- Letter grades will appear on Winthrop University transcript

VIII. Participation and Attendance:

In order to gain the most out of class time, please come prepared to talk about current topics using recent grammar and vocabulary. You earn daily participation points by arriving on time, engaging in activities and discussions, (forgoing the use of electronic devices unless specified) and staying until the end of class.

Participation and attendance credit will be earned on Tuesday and Thursday when you meet with me. On Monday, Wednesday and Friday, attendance will also be recorded and count toward your participation grade. Please use the time wisely on Monday, Wednesday, and Friday to participate in reinforcement activities, seek clarification and complete other assignments. For example, Conversation Hour will be offered at sundry times on Monday, Wednesday and/or Friday. You must participate in five Conversation Hours to earn full participation points. Additionally, all work completed on Monday, Wednesday or Friday may be collected, graded and included as part of your participation grade.

If you miss any class, your participation grade decreases. Each absence decreases your participation grade by approximate 3.5%. Missing any six days (Monday – Friday) results in an FA. If your absences are excused and you provide documentation, participation points may be made up. Please ask me how. Late arrivals and early departures lower your participation grade by approximately 1%.

Attendance/ Tardy Policy: The above policies are set forth by Rock Hill High School and Winthrop University. Each will be strictly observed. Students may not miss more than 6 days in the class to earn high school and college credit. Please note there are time restrictions at the collegiate level for dropping this class. For example,

- January 12, 2024: Last day to drop Winthrop class
- March 19, 2024: Last day to withdraw from Winthrop class

IX. Homework:

Your homework consists of preparing yourself to participate in class, which includes:

- completing assigned readings
- completing assigned reading questions

NOTE: All activities are due **at 8:30 am the day of the class**

Late work: All work is due on the date and time indicated, regardless of whether or not you are in class. If you miss a graded in class activity, please provide documentation of your absence. If your absence is excused, you may make up the work within 2 school days of your return.

AI Policy: Students should not use AI of any kind for assistance in any portion of this course. Use of AI will count as plagiarism. Using AI to complete any assignment will result in an automatic zero for that assignment without the possibility of recuperating credit.

XII. Other Important Information:

Language Learning Center (Kinard 307): The LLC is a service offered by the Department of World Languages and Cultures, open to all language students. Every member of the team has high level language skills in French, Spanish or both. Most are native or heritage speakers. You will be required to attend the Language Learning Center on Tuesday/Thursday from 12:30-1:45 p.m. You must swipe your Winthrop ID when you enter and leave for attendance. While in the LLC you will work on grammar, vocabulary, homework, practice for an oral exam, check a presentation before submission or complete conversation activities.

Academic Success Center: *“Winthrop University’s Academic Success Center is a free resource for all undergraduate students seeking to perform their best academically. The ASC offers a variety of personalized and structured resources, such as peer tutoring and academic coaching that help students achieve academic excellence. During the 2022 2023 academic year, students will not need to attend an ASC Tutee Seminar to utilize in-person or remote tutoring services. Please contact the ASC at 803-323-3929 /success@winthrop.edu. For more information on ASC services, please visit www.winthrop.edu/success.”*

Students with Disabilities/Need of Accommodations for Access: *“Winthrop University is committed to providing accessible learning experiences and equal access to education for all students. The syllabus is available in alternate formats upon request. If you are a student with a disability (including mental health concerns, chronic or temporary medical conditions, learning disabilities, etc.) and you anticipate or experience academic barriers due to the condition, please contact Rock Hill High School’s Special Education team for information on accommodations, registration, and procedures.*

FERPA: *The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.*

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- *Eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.*

- *Eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.*
- *Generally, schools must have written permission from the eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):*
 - *School officials with legitimate educational interest;*
 - *Other schools to which a student is transferring;*
 - *Specified officials for audit or evaluation purposes;*
 - *Appropriate parties in connection with financial aid to a student;*
 - *Organizations conducting certain studies for or on behalf of the school;*
 - *Accrediting organizations;*
 - *To comply with a judicial order or lawfully issued subpoena;*
 - *Appropriate officials in cases of health and safety emergencies; and*
 - *State and local authorities, within a juvenile justice system, pursuant to specific State law.*

Read more about your student rights under FERPA at Winthrop University:

<https://www.winthrop.edu/recandreg/ferpa.aspx>

Academic Conduct: *As noted in the Student Conduct Code, “Responsibility for good conduct rests with students as adult individuals.” Cheating, plagiarism, or any other form of academic dishonesty will result in a failing grade for the test/quiz/assignment and may result in a failing grade for the course. Some instances of academic misconduct include but are not limited to providing/receiving unauthorized assistance in academic work and presenting someone else’s work as your own. The complete policy on student academic misconduct is outlined in the “Student Conduct Code Academic Misconduct Policy” in the online Student Handbook.”* (<http://www2.winthrop.edu/studentaffairs/handbook/StudentHandbook.pdf>).

Courses in the Department of World Languages and Cultures: Courses in the Department of World Languages and Cultures are based on the conceptual framework of the American Council on the Teaching of Foreign Languages:

Communication: Communicate in Languages Other Than English

Cultures: Gain Knowledge and Understanding of Other Cultures

Connections: Connect with Other Disciplines and Acquire Information

Comparisons: Develop Insight into the Nature of Languages and Culture

Communities: Participate in Multilingual Communities at Home & Around the World

Communicative skills are paramount in the language learning process. See actfl.org for more information

¡BIENVENIDOS A ESPAÑOL 395!

Horario Tentativo:

DÍA	Tema de clase	Para preparar
27 de agosto	Tema: Introducción, expectativas, etc. Estrategias de lectura En clase: práctica de lectura	
1 de septiembre	NO HAY CLASE	
3 de septiembre	Tema: La fantasía y lo fantástico	Lectura: "Conceptos básicos para el análisis literario del cuento" (CP, p. 1) Lectura: Todorov, "The Fantastic" (CP, p. 3)
8 de septiembre	Lo fantástico en México	Lectura: Amado Nervo, "El ángel caído" (1894) (CP, p. 33) Prueba de lectura (BB)
10 de septiembre	Lo fantástico en México	Lectura: Amado Nervo, "El ángel caído" (1894) (CP, p. 33)
15 de septiembre	Lo fantástico en España	Lectura: Emilia Pardo Bazán, "La resucitada" (1908) (CP, p. 38) Prueba de lectura (BB)
17 de septiembre	Introducción al Realismo Mágico	Lectura: Enrique Anderson Imbert, "Magical Realism' in Spanish-American Fiction" (CP, p. 16)
22 de septiembre	El Realismo Mágico en Argentina	Lectura: Julio Cortázar, "Continuidad de los parques" (1956) (CP, p. 64) Prueba de lectura (BB)
24 de septiembre	El Realismo Mágico en Argentina	Lectura: Julio Cortázar, "Casa tomada" (1956) (CP, p. 66) Prueba de lectura (BB)
29 de septiembre	El Realismo Mágico en Argentina	Lectura: Julio Cortázar, "Casa tomada" (1956) (CP, p. 66)
30 de septiembre	El Realismo Mágico en México	Lectura: Juan José Arreola, "El guardagujas" (1952) (CP, p. 74)

DÍA	Tema de clase	Para preparar
		Prueba de lectura (BB)
1 de octubre	El Realismo Mágico en México	Lectura: Juan José Arreola, "El guardaguas" (1952) (CP, p. 74) Prueba de lectura (BB)
2 de octubre	PRIMER EXAMEN ESCRITO EN CLASE	
6 de octubre	NO HAY CLASE	
8 de octubre	NO HAY CLASE	
13 de octubre	NO HAY CLASE: FALL BREAK	
15 de octubre	El Realismo Mágico en Argentina	Lectura: Julio Cortázar, "Axolotl" (1956) (CP, p. 70) Prueba de lectura (BB)
20 de octubre	El Realismo Mágico en Argentina	Lectura: Jorge Luis Borges, "El Sur" (1944) (CP, p. 54) Prueba de lectura (BB)
22 de octubre	El Realismo Mágico en Argentina	Lectura: Jorge Luis Borges, "El Sur" (1944) (CP, p. 54)
27 de octubre	El Realismo Mágico en Colombia	Lectura: García Márquez, "Un señor muy viejo con unas alas enormes" (1970) (CP, p. 101) Prueba de lectura (BB)
29 de octubre	El Realismo Mágico en Colombia	Lectura: García Márquez, "El ahogado más hermoso del mundo" (1968) (handout) Prueba de lectura (BB)
3 de noviembre	El Realismo Mágico en Colombia	Lectura: García Márquez, "El ahogado más hermoso del mundo" (1968) (handout)

DÍA	Tema de clase	Para preparar
		Prueba de lectura (BB)
5 de noviembre	El Realismo Mágico en México	Lectura: Amparo Dávila, “El huésped” (1959) (CP, p. 79) Prueba de lectura (BB)
10 de noviembre	Repaso en clase: SEGUNDO EXAMEN ESCRITO	
12 de noviembre	SEGUNDO EXAMEN ESCRITO EN CLASE	
17 de noviembre	El Realismo Mágico en Puerto Rico	Lectura: Rosario Ferré, “La muñeca menor” (1972) (CP, p. 106) Prueba de lectura (BB)
19 de noviembre	El Realismo Mágico en Puerto Rico	Lectura: Rosario Ferré, “La muñeca menor” (1972) (CP, p. 106)
24 de noviembre	Repaso en clase: exámenes orales	
26 de noviembre	No hay clase: El día de acción de gracias	
1 de diciembre	EXÁMENES ORALES	
3 de diciembre	EXÁMENES ORALES	
8 de diciembre	Conclusión y preparación para las presentaciones finales	

Syllabus change policy: Although I reserve the right to amend the syllabus as I determine necessary to enhance student learning, I will not do so without informing you first. This course calendar is a working document and is the part most likely to change to meet the needs of the students or to accommodate for the impact of external factors.

Syllabus Acknowledgement & Information Sheet

Profesora: Valerie Jepson, Ph.D.

Course Title: SPAN 250- 600: Intermediate Conversation and Composition

I have read and thoroughly understand with great detail the expectations, rules, and procedures that are expected of me while enrolled in this course. I realize that I am responsible for these rules, regulations, procedures, and course requirements, and I will be held accountable for adhering to the contents of this course syllabus and code of conduct. I acknowledge that I have received a copy of the **SPAN 250** syllabus and know the syllabus is posted on Blackboard with a list of assignments and deadlines. I know what I need to do to earn the grade I want.

Student Name (Print):_____ Date:_____

Student Signature:_____ Date:_____

I have read thoroughly the contents of this syllabus and discussed with my child the expectations of him/her in this course.

Parent/Guardian Name (Print): _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Contact Information

Name of Parent/Guardian: _____

Home Phone Number: _____ Work Number (Parent/Guardian 1) _____

(Parent/Guardian 2) _____

Cell Phone Numbers: (Parent/Guardian 1) _____

(Parent/Guardian 2) _____

(Student) _____

Email Addresses: (Parent/Guardian 1) _____

(Parent/Guardian 2) _____

(Student) _____