



GRADUATE STUDENT HANDBOOK

MASTER'S DEGREE IN SPANISH



Un quiosco en Santiago, Chile muestra la gran oferta de golosinas
que nos endulzan la vida

DEPARTMENT OF MODERN LANGUAGES

OHIO UNIVERSITY

CATALOGUE YEAR 2021-2023

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PREFACE

The *Graduate Student Handbook* contains information on all aspects of the M.A. program in Spanish in the Department of Modern Languages at Ohio University, such as departmental policies, regulations, requirements, etc. Although most of this information is specifically departmental, some of it also concerns the College of Arts and Sciences and the university. For further details in these areas, you should consult the *Graduate Catalog* for your entry year (<https://www.catalogs.ohio.edu/index.php?catoid=71>).

DEPARTMENT ADMINISTRATION

DEPARTMENT OFFICE:

Department Chair – *Chris Coski* (coski@ohio.edu)

FACULTY OFFICERS:

Spanish Graduate Advisor and Graduate Chair – *Betsy Partyka* (partyka@ohio.edu)

Teaching Associate Supervisor – *Muriel Gallego* (gallego@ohio.edu)

First-Year Language Program Director – *Muriel Gallego* (gallego@ohio.edu)

Second-Year Language Program Director – *Carisa Trapp* (trappc@ohio.edu)

Spanish Graduate Committee - Betsy Partyka (C), Muriel Gallego, José Delgado (otoño)

DEPARTMENT ORGANIZATION

The Department of Modern Languages forms part of the College of Arts and Sciences and employs approximately 20 full-time faculty who teach four European languages (French, German, Italian, Spanish). The Department services the College's language requirement as well as the requirements of other Colleges and teaches approximately 2,000 students each year in the 1000- and 2000-level sequence. The Department offers B.A. and B.S. majors in Spanish and French; minors in Spanish, French, and German; certificates in Italian and German Studies; and an M.A. degree in Spanish.

THE DEPARTMENT OF MODERN LANGUAGES MISSION STATEMENT

The study of language is fundamental to the liberal arts tradition of higher education. As a department that offers major, minor, and/or certificate programs in French, German, Italian, and Spanish, the Department of Modern Languages firmly believes that to study another language and culture adds multiple dimensions to education. Consequently, we are committed not only to developing communication skills in a second language, but also to teaching students to analyze cultural and literary texts, conduct and present original research, access and evaluate multiple points of view, and develop life-long learning strategies. We help students develop the ability to appreciate diversity and think critically from beginning language through M.A.-level literature, culture, pedagogy, linguistics, translation, and film courses. Our study abroad programs provide students the opportunity to experience, analyze, and understand cultural differences while improving their language skills. Students in Modern Languages acquire tools needed for professional success as global citizens.

SPANISH GRADUATE FACULTY PROFILES

EMILIA ALONSO-SAMEÑO/ALONSO-MARKS, Ph.D. *Universidad de Sevilla*. Hispanic Linguistics: Phonetics and Phonology; Language Understanding; Second/Foreign Language Learning and Teaching; Heritage Speakers; Sociolinguistics: Migration and Exile.

JOSÉ DELGADO-COSTA, Ph.D. *University of Virginia*. Contemporary Spanish-American Narrative and Theater.

MELISSA FIGUEROA, Ph.D. *Cornell University*. Early Modern Spanish Theater.

MURIEL GALLEGO, Ph.D. *Purdue University*. Applied Linguistics–Spanish, Second Language Acquisition, Language Teaching Methodology.

ARTHUR HUGHES, Ph.D. *Arizona State University*. 20th-Century Spanish Narrative.

BETSY PARTYKA, Ph.D. *University of Oxford*. Contemporary Spanish-American Literature; Oral Narrative & Folklore; Spanish American Women’s Literature; Paraguayan Literature.

DANIEL TORRES, Ph.D. *University of Cincinnati*. Colonial & Contemporary Spanish-American Poetry; Literary Theory.

LEARNING OUTCOMES: SPANISH M.A.

Successful graduates of our M.A. programs will be able to:

1. demonstrate advanced knowledge of the target language and culture.
2. compare and contrast world cultures.
3. identify and describe major literary movements.
4. explain how an individual literary work reflects the literary movement in which it was created.
5. analyze literary and other cultural products creatively through appropriate theoretical and historical lenses.
6. analyze linguistic phenomena in terms of morphology, syntax, semantics, pragmatics, dialectology, phonology, historical linguistics, and language variation.
7. design and carry out a research project; write up results using conventions appropriate to the discipline.
8. present research results to an audience of professors and peers.
9. implement teaching strategies in line with current language acquisition theories.

CAREER GOALS

The M.A. program in Spanish prepares students for a range of professional pursuits. Our M.A. graduates often pursue doctoral work in Spanish language and literature, others teach Spanish in institutes and schools, and some work in non-teaching careers in business, government, or administration. Our learning outcomes emphasize familiarity with Hispanic cultures and cultural products, analytic skills, research, as well as oral and written communicative competence, all of which apply to numerous professional fields. Students are encouraged to discuss career goals with their graduate advisor, a mentor, or another member of the faculty as soon as they begin their studies. It is also helpful to visit the Career and Leadership Development Center (Baker Center 533) <https://www.ohio.edu/student-affairs/career-and-leadership> where students can seek advice and tap into many resources for career planning. Spanish M.A. students have the option of obtaining certification in Teaching English as a Foreign Language (TEFL) here on campus through course work in the Department of Linguistics (see "Degree requirements and Course Offerings"). The department also offers valuable volunteer opportunities teaching Spanish in

local elementary schools (see "Departmental Activities" below). Visit the DML website for a listing of possible careers (<http://modlang.ohio.edu/about-modland/career-opportunities/>).

PROFESSIONAL INVOLVEMENT

Graduate students should acquaint themselves with the major professional organizations and societies and their publications. Of special interest are the American Association of Teachers of Spanish and Portuguese (AATSP), which publishes *Hispania*; and the Modern Language Association (MLA), which is responsible for the *MLA International Bibliography*, and the *MLA Handbook*, the standard reference for graduate student papers. Also of interest are the American Council for Teachers of Foreign Languages (ACTFL), which publishes *Foreign Language Annals* and administers the official Oral Proficiency exams, and the National Federation of Modern Language Teachers Association (NFMLTA), which publishes the *Modern Language Journal*. These organizations have inexpensive student membership rates, and students should consider joining at least one of them.

There are also regional MLA organizations and regional AATSP and ACTFL organizations. These groups meet on a regular basis, have special programs, and will be of interest and value to graduate students. They provide students with professional contacts and a good look at the profession as it operates in other institutions and other areas of the country. Our local Ohio Valley Foreign Language Alliance (OVFLA) meets every year at Ohio University and provides a forum for high school and university language instructors to share ideas. You may attend and/or present free of charge.

Special areas within Hispanic studies also have their own organizations. Examples are the Instituto Internacional de Literatura Iberoamericana (*Revista Iberoamericana*), Linguistic Society of America (LSA, *Language*), the American Association for Applied Linguistics (AAAL, *Applied Linguistics*) and the Latin American Studies Association (LASA, *Latin American Research Review - LARR*). For additional information on these groups, consult any faculty member whose focus is the area in question.

Here on campus, **The Institute for the Empirical Study of Language (IESL)** is an interdisciplinary forum offering an environment for students interested in language research to interact and connect with other students and faculty. Students can become IESL members and

involve themselves in joint research projects and institute-sponsored colloquia as attendees, participants, and/or presenters. For more information, please visit the IESL website at: <http://ieslohiou.blogspot.com/> or contact Dr. Alonso-Sameño.

In recent years, M.A. students from the Department of Modern Languages have served as representatives on **Graduate Student Senate (GSS)**. GSS is one of the five shared governance bodies within Ohio University administration and acts as the official representative body of graduate students enrolled at Ohio University. If you are interested in serving, please visit <https://www.ohio.edu/graduate-student-senate> .

COMMUNITY INVOLVEMENT

Ohio University and the city of Athens sponsor various organizations and events related to languages and cultures that provide an excellent opportunity for graduate students to learn and to become a more integral part of the university and Athens communities.

1) Sigma Delta Pi (National Collegiate Hispanic Honor Society): The Department sponsors a chapter of Sigma Delta Pi, founded in 1917. Membership is open to both undergraduate and graduate students. Some of our faculty are also members. Those interested in membership in the society should contact Dr. Betsy Partyka (partyka@ohio.edu) for information.

2) FLES (Foreign Languages in Elementary Schools): Graduate and undergraduate students are encouraged to participate in community service by teaching Spanish at area elementary schools. See Dr. Betsy Partyka (partyka@ohio.edu) for information.

3) OLAC (Ohio Latin Americanist Conference) = Organized by the Spanish section of the Department of Modern Languages at Ohio University in collaboration with the Center for Latin American Studies at The Ohio State University, this conference seeks to promote knowledge related to Latin America from all disciplines.

4) Translation Club – The club hosts guest lecturers to describe the details and process of translation, and interpreting workshops for practical purposes and fostering a dialogue between different languages.

5) INTERNATIONAL EDUCATION WEEK: This week of activities takes place in November. All students and faculty are encouraged to participate in the many presentations and events.

MENTORING PROGRAM

The Graduate Chair assigns each graduate student a full-time faculty mentor for the two-year program. This relationship provides opportunities for the student to dialogue with an experienced professional in the field. Students should develop a relationship with their mentor from early in the program and seek out that person for advice regarding preparation for comprehensive exams. Mentors do not act as academic advisors nor do they serve on their mentee's comprehensive exam committee, except under unusual circumstances.

STUDYING AND TEACHING ABROAD

Several options for studying and/or teaching abroad are available to our M.A. students:

- A three-year program leading to the Spanish M.A. with the Universidad de Sevilla, Spain, in which a native or near-native English-speaking OU student spends the second year of the program in Sevilla teaching English while enrolling in MA-level classes. Visit <https://www.ohio.edu/goglobal/programs/spain-sevilla-exchange> or contact Dr. Alonso-Sameño (markse@ohio.edu). We select one native or near-native English speaker per year.
- A similar program involves teaching English and attending Spanish classes on one of the campuses of the Universidad Castilla-La Mancha in Spain. Students can take advantage of this opportunity during their second year of the program or after graduation. Contact Dr. Alonso-Sameño (markse@ohio.edu)
- Students can teach English in Spain after graduation by applying to the Cultural Ambassadors' Program through the Government of Spain. Interested students should consult the Government of Spain webpage: <https://www.educacionyfp.gob.es/eeuu/convocatorias-programas/convocatorias-eeuu/nalcap.html> and contact Dr. Alonso-Sameño (markse@ohio.edu) for details about this program.
- A first-year graduate student may be eligible to serve as a TA on one of our Spanish study-abroad programs if enrollment numbers allow for the position.

SUMMER TEACHING

The department staffs first-year Spanish language classes during the summer with TAs. Compensation for summer teaching is in addition to the normal stipend. Because there are always fewer classes available than instructors interested in teaching, TAs should not expect a summer teaching assignment. During spring semester, the graduate chair will solicit requests for summer teaching. We assign summer teaching at the end of spring semester by taking the following criteria into account:

- 1) Previous teaching performance (based on classroom observations, course evaluations, and input from TA supervisors). TA supervisors do not oversee summer teaching; therefore, summer instructors must be qualified to work effectively independent of direct supervision.
- 2) Experience.
- 3) Financial/professional/academic need (TAs who need compensation in order to remain in Athens may receive preference, for example).
- 4) Academic performance (TAs who have not performed well in their academic program will be considered less qualified for summer assignments).
- 5) Previous summer or prior additional assignments (a TA who has taught two sections during one semester in the previous year might not be considered for summer teaching, for example).
- 6) Year in the program (first-year TAs receive assignments before second-year TAs for 1000-level classes, provided the first-year TAs meet several of the above criteria).

We assign most classes to first-year TAs. Second-year TAs receive lower priority because they will have completed our program by their second summer.

As the above policy makes clear, the process of distribution of summer teaching assignments is complex. We are determined to make decisions based on fair and reasonable application of the criteria and we request your understanding that we cannot accommodate everyone.

GRIEVANCE PROCEDURES

If a graduate student has a grievance concerning course work or teaching duties, he or she should first discuss the complaint directly with the instructor or supervisor involved. If this action does not resolve the problem, the student should then consult the Graduate Chair, then the chair of the Department, and then the Associate Dean at the College of Arts and Sciences. The Department convenes a grievance committee for issues that remain unresolved, and students have recourse to university resources such as the Office of the Ombudsperson <https://www.ohio.edu/ombuds>.

OUTSTANDING TEACHING ASSOCIATE AWARD

The Department of Modern Languages faculty recognizes one outstanding graduate teaching associate each spring. The College of Arts and Sciences established this prestigious award in 1972 to recognize the contributions of outstanding Graduate Teaching Associates at Ohio University. The Spanish faculty hopes that this award will encourage graduate students to strive for excellence in teaching. The recipient receives a modest monetary award and a certificate of recognition from the College of Arts and Sciences. The TA supervisor proposes a candidate to the Spanish faculty for confirmation taking into consideration classroom observations (her own and those of other TAs), course evaluations, contributions in SPAN 5640 and 6920, as well as cooperation and collaboration with other instructors in the language program. Although excellence in teaching is the key criterion, the awardee must also have demonstrated academic strength.

TEACHING ASSOCIATES – DUTIES AND RESPONSIBILITIES

The Department of Modern Languages trains Graduate Teaching Associates to help them become better teachers and to ensure that high-quality instruction is offered in our basic courses in Spanish.

- 1) **ORIENTATION:** All (first and second year) Graduate Teaching Associates are required to attend orientation activities during the designated time prior to the Fall semester. Fall orientation normally takes place during the week prior to the beginning of the semester. Orientation is mandatory for ALL TAs and no exceptions will be made. It is the responsibility of every TA to make the necessary arrangements to be on campus promptly. Occasionally, a brief orientation might be necessary before Spring semester.
- 2) **HOURS/WK/SEMESTER:** Students on graduate stipends provide a minimum of 15 hours of instructional service to the department per week. Description of duties and what is expected from every TA will be given during orientation and will be reinforced in SPAN 6920 and SPAN 5640.
 - One important duty is **SPANISH CONVERSATION HOUR (La hora de conversación)**, which graduate students organize. Each TA is responsible for leading at least 2 sessions each semester and at least 1 TA will be in charge of organizing it.
 - TAs are expected to attend organized events that contribute to their professional development. These might include preparing undergraduate students to perform well on the **ORAL PROFICIENCY INTERVIEW (OPI)** twice each semester in mock telephone interviews, the **COLOQUIO (or The Ohio Latin Americanist Conference OLAC)** in which the department invites scholars to campus for several days of lectures and presentations, class visits, as well as formal and informal interaction with students and faculty, an occasional **DEPARTMENT MEETING** when invited guests or agenda items are relevant to TA professional development, and **WORKSHOPS ON LANGUAGE INSTRUCTION**, in which an outside speaker leads a session on theory and/or practice of language teaching, and the **OHIO VALLEY FOREIGN LANGUAGE ALLIANCE (OVFLA)** which the Department hosts every fall.
- 3) **COURSE ASSIGNMENTS:** TAs are assigned to teach two classes during the academic year (one per semester). TAs may be asked to teach a second course based on departmental needs.

TAs usually teach the first-year Spanish level: SPAN 1110 or SPAN 1120.

- 4) OFFICES: All Teaching Associates have assigned offices, which they may share with other TAs. Teaching Associates receive a key that will open the building, some classrooms, and their office in Gordy Hall. This key must be returned before the teaching associate leaves the Department permanently. It is VERY important that every TA understand offices are a shared space and they need to respect the presence of others.
- 5) COMPUTERS: Each office will have at least one Mac computer for TAs to share. This computer is connected to a departmental printer, and printing is limited to work related to the classes the TA is teaching. No personal printing is permitted. These computers are not necessarily the latest models; therefore, it is suggested that each TA have their own laptop on which to do their personal work.
- 6) TELEPHONE LAND LINE: Each TA office is equipped with a land line. Students should make sure the phone is registered and working as it will be used during the OPI practice interviews.
- 7) OFFICE HOURS: TAs are required to hold a minimum of 2 weekly office hours: one hour on two separate days and two different times (for example, Tuesday 2:00-3:00 pm & Friday 10:00-11:00 am or by appointment). TAs are expected to be flexible and willing to meet their students during office hours and to make the necessary arrangements if a student has a conflicting schedule and requires an appointment outside of the regular hours. TAs are expected to be flexible with officemates and hopefully coordinate office hours so they do not overlap. Rooms are very small, and crowded offices are unfortunately uncomfortable, TAs should be understanding of this situation and cooperate with officemates.
- 8) PROFESSIONALISM: As a Teaching Associate, you are an employee of the Department of Modern Languages at Ohio University. Your behavior should reflect in a positive way all the policies, goals, and objectives of the department. A TA shows professionalism by doing simple things like turning on the lights when entering the class, making sure that seating is arranged appropriately, arriving on time, dressing professionally, and preparing for class. Your decisions about appropriate behavior should be based on university policies and common sense. In addition, although OHIO does not have a dress code, you are expected to dress appropriately for the classroom. A TA is both a student and a teacher. Do not lose sight of the fact that you are responsible for objectively evaluating your students and assigning them a grade at the end of the semester.

Socializing with students is risky, and dating a student is unacceptable behavior under university policies. Sexual harassment is subject to disciplinary action – even in sexual relationships of mutual consent, there is a clear conflict of interest. Teachers who initiate such relationships or who take part in relationships initiated by the student will be dismissed from the program. Every TA is strongly encouraged to read all the information concerning sexual harassment on the Ohio U website: <https://www.ohio.edu/equity-civil-rights/student-sexual-misconduct>.

9) CLASSROOM PROCEDURES

- LANGUAGE PLACEMENT: TAs are not authorized to allow students to enroll in their section. Refer all students who request entry to the on-line registration system, where openings appear frequently and where they have the option of adding their name to a wait list. There is no placement test required for students who either have had no previous Spanish language instruction or who wish to begin in SPAN 1110. If a student has studied Spanish previously, he or she must take the placement test. Please refer them to this website: <https://www.ohio.edu/university-college/orientation/placement-testing/language#Modern%20Languages>
- If a student in your section believes he or she is over prepared and would like to move up to a higher-level class, please refer the student to Dr. Muriel Gallego (gallego@ohio.edu) for SPAN 1110 & 1120, Ms. Carisa Trapp (trappc@ohio.edu) for 2010 & 2011, or Dr. Chris Coski (coski@ohio.edu).
- MULTISECTION COURSES: Carefully read the course objectives so that you are fully aware of the language-learning principles that drive the curriculum. As part of the instructional staff, you contribute to the overall quality of the multi-section course you teach which lays the foundation for the next course in the sequence. The success of the language program depends on your students having achieved the specified goals of your course.
- LESSON PLANS: TAs are responsible for developing lesson plans in accordance with the course syllabus, creating supplemental materials, and collaborating with fellow TAs and their supervisor to write materials. Activities such as whole-class lab work or full-length movies are not permitted.

- **SPANISH IN THE CLASSROOM:** Instructors must use the target language exclusively in class. Avoiding English takes practice and planning: as part of your daily preparation for class, you should think ahead to how you will introduce activities and give instructions in Spanish. You should aim to use cognates, repetition, redundancy, and circumlocution, in order to get your message across to students. If you need a model, consult with your coordinator who can recommend a class for you to observe.
 - **SUBSTITUTES:** For any necessary absence during the semester, you are required to arrange for another TA to substitute and to inform your supervisor that you will not be in class. Class cancellations are NOT allowed. You should identify potential substitutes early in the semester. **You must follow the procedures indicated during orientation. For a pre-planned absence, you should get authorization from your supervisor first. For any absence, you are required to download an absence form, fill it out and submit it to your supervisor** (<http://modlang.ohio.edu/faculty-forms/>).
 - **ATTENDANCE:** You must keep careful and accurate track of your students' absences. Consult the syllabus for details. If a student stops attending at any point during the term, you must note the date in order to record it on the final grade form at the end of the semester. When in doubt, consult with Dr. Muriel Gallego (gallego@ohio.edu).
- 10) **RECORDS:** As per the OHIO Faculty Handbook, you must keep “grades, tests, and assignments as well as any other material used in determining a student’s grade for at least one academic semester (and until the end of the fall semester following spring semester classes).” The department re-uses assessment materials, therefore, copies will be carefully handled and once graded must be returned to the coordinator who will keep them in their office.
- 11) **GRADING:**
- **GRADE BOOK:** TAs are required to maintain an organized and easily interpretable record of student performance (you will be provided an Excel gradebook), and to upload grades both to their Excel gradebook and to Blackboard. At the end of the semester TAs will submit final grades in accordance with university and departmental policies. TAs must print out a spreadsheet clearly showing grades for their section and submit it to their supervisor at the end of each semester or on request. The course coordinator must have a copy of all grades.

- **GRADES:** The calculation of final grades must be uniform. Make sure your students are aware of the C- policy: all students must receive a C- (70%) or above (after absences are calculated) to continue on to the next course in the sequence (SPAN 1110 - 2120). In order to complete the sequence, a grade of 60% is required in SPAN 2120. (A-F,WP,WN,WF,FN,FS,AU,I (GE1))
- **INCOMPLETE GRADE:** A student must complete 80% of the course work in order to receive an incomplete. In the case of a missed final exam, the student has 24 hours to provide a compelling excuse in order to receive an incomplete. The TA must consult the TA supervisor about the possibilities of assigning the student an incomplete ('I').
- **CHANGE OF GRADE:** In order to record the final grade for a student who received an incomplete, the TA requests a Change of Grade form from the department office. The work must be completed within the first two weeks of the next semester of enrollment or the 'I' converts automatically to an F. The student may petition for an extension of time by requesting an Extension of an Incomplete form from his/her Dean's office.
- **GRADE CONFIDENTIALITY:** Do not discuss grades over emails or over the phone. Students will see their grades on Blackboard and are allowed (and can request) to discuss their grade. In order to discuss grades, students are required to make appointments. Grades should be discussed in private. Instructors are obligated to maintain the confidentiality of educationally-related information concerning students (Buckley Amendment).

12) **PHOTOCOPYING / PRINTING:** TAs will have access to the copier/printer in Gordy 280 (the mail room). Copying and printing are for instructional purposes only; you are NOT permitted to copy or print materials related to the classes you are taking. You can purchase such personal copies/printouts in the library. In order to save paper, learn to make double-sided copies or printouts and scan materials to send directly to your students instead of printing them out at the department's expense. Also, the computer and projector in your classroom allow you to project documents on the screen for students to follow instead of distributing a paper handout. You will have a limited number of copies assigned to you. Once you have reached the allotted amount you will no longer be able to make copies.

13) **CLASSROOM OBSERVATIONS:** The TA supervisor will observe TA classes during the academic year. Through this process, TAs get feedback on their teaching, and the department obtains

a record of the TAs' performance, which can be used for future reference such as recommendations for jobs or Ph.D. programs. We aim to achieve consistency and uniformity in all steps delineated by the syllabus and program guidelines. Observations are one of the ways of making sure the program is proceeding smoothly and consistently. After each observation, meetings between individual TAs and the Language Program Director will be scheduled for the Director to share the observation evaluation with each TA and to address any concerns, questions and/or suggestions so that the TA and the Director may work together comfortably. All constructive criticism will be taken into consideration, and all TAs can expect the director's permanent support as long as the guidelines and professional behavior are observed. Observations can occur in the form of class visits or videotaping/recording the class.

14) TUTORING: For tutoring in Spanish or any other class, refer students to the Academic Achievement Center in Alden Library: <https://www.ohio.edu/uc/aac>. If a Spanish TA wishes to tutor for extra income, a few rules apply:

- You may not tutor a student taking a course in the series you are teaching. For example, if you are teaching SPAN 1110, you cannot tutor a student enrolled in any section of 1110 or 1120. You may, however, tutor SPAN 2000 level.
- You may not tutor students currently enrolled in your classes and receive payment for such tutoring.

15) ACCESSIBILITY AND INSTITUTIONAL EQUITY: TAs will be trained on how to proceed with students with documented disabilities. Any questions or concerns should be first discussed with the supervisor. For further information contact Carey Busch at the Student Accessibility Services (Baker 348) or visit the website: <https://www.ohio.edu/uc/sas/>

DEGREE REQUIREMENTS AND COURSE OFFERINGS

- 1) **DEGREE REQUIREMENTS:** The Spanish M.A. requires the successful completion of four semesters of graduate-level course work, in which students/TAs must enroll in a total of 48 hours (TAs will enroll in a total of 50 hours). The enrollment limit, without additional fees, is 18 hours per semester. SPAN 5640 "Teaching Spanish" (4 credit hours), and two semesters of 6920 "Problems in Teaching College Spanish" (1 credit hour per semester) are required of first-year students who are TAs. Second-year students take Spanish 6902 (Seminar). Students may take alternative classes outside of the department only if they already have credit for one of the scheduled classes within the department. Additional classes are always possible; however, they must attain approval from the graduate chair. The tentative two-year schedule for students entering the program fall 2021 will include a minimum of the following classes (see sections 3-6 below for additional/alternative classes):

2021-22 Fall Semester

Core courses:

- PEN: XXX
- LA: SPAN 5518 Themes in Span Amer Prose
- LING: SPAN 5460 Introduction to Ling
- METHODS: SPAN 5640 Teaching Spanish
- SPAN 6920 Probs Teaching (1 cr)
- SPAN 5900 OLAC (1cr)

Electives:

- ML 5900 Translation
- ML 5645 Teaching Modern FL

2021-22 Spring Semester

Core courses:

- PEN: SPAN 55XX Pen (TBD)
- LA: SPAN 5517 Themes Span Amer Lit
- LING: SPAN 5438 Dialectology and Sociolinguistics
- SPAN 6920 Problems (1 cr)

Electives:

- ML 5900 Translation
- ML 5635/5640 Teaching Languages in Elementary School

2022-23 Fall Semester

Core courses:

- PEN: SPAN 5530 TBD
- LA: SPAN 6902 Seminar (LA theme) (4 cr)
- LING: SPAN 5437 Phonetics
- SPAN 5900 OLAC (1 cr)

Electives:

- ML 5900 Translation
- ML 5645 Teaching Modern FL

2022-23 Spring Semester

- PEN: SPAN 55XX Peninsular (TBD)
- LA: SPAN 5513 Survey of Span Amer Lit I
- LING: SPAN 5457 History of Span Lang

Electives:

- SPAN 6940 Directed Readings* (or one of above)
- ML 5900 Translation
- ML 5635/5640 Teaching Languages in Elementary School

*Students are expected to work on completing the M.A. Reading List during the three semesters preceding their comprehensive exams. However, during the semester in which they take their exams most students register for SPAN 6940 in order to review and synthesize material on the reading list. Students receive CR for a grade in SPAN 6940.

2) COURSES OFFERED. The following courses constitute the current rotation for the Spanish M.A. A complete list of courses associated with the program is available in the graduate catalog on the Registrar's website.

Peninsular Content

SPAN 5530	Literature of Golden Age Spain
SPAN 5551	Medieval Spanish Literature
SPAN 5558	Don Quijote de la Mancha
SPAN 5560	19th-Century Spanish Literature
SPAN 5565	20th-Century Spanish Literature
SPAN 5568	Film and Literature of the Franco Era
SPAN 5570	Contemporary Spanish Literature

Spanish American Content

SPAN 5513	Survey of Spanish American Literature I
SPAN 5514	Survey of Spanish American Literature II
SPAN 5517	Themes in Spanish American Prose
SPAN 5518	Contemporary Spanish American Literature

Spanish Linguistics Content

SPAN 5436	Spanish Pragmatics
SPAN 5437	Applied Phonetics
SPAN 5438	Hispanic Dialectology and Sociolinguistics
SPAN 5439	Modern Spanish Usage
SPAN 5460	Introduction to Hispanic Linguistics
SPAN 5640	Teaching Spanish
SPAN 5457	History of the Spanish Language

Other

SPAN 6900	Topics (Introduction to Graduate Studies)
SPAN 6902	Seminar (disciplinary focus varies)
SPAN 6920	Problems in Teaching College Spanish
SPAN 6930*	Independent Study in Spanish*
SPAN 6940	Directed Readings
SPAN 6950	Thesis
ML 5635 [5640]	Teaching Languages in Elementary School
ML 5645	Teaching Modern Foreign Languages
ML 5900	Translation

* A student may sign up for SPAN 6930 only if no other course is available. Requests for 6930 hours must be approved by both the graduate faculty member directing and grading the study and by the graduate advisor/graduate chair. SPAN 6930 does not count towards the degree requirements, unless such credit is pre-approved in writing with signatures of the graduate chair and faculty member directing the independent study. If the person directing the project is the same as the graduate chair, consultation should be made also with the department chair. Records must be kept in student's file.

3) MODERN LANGUAGES (ML) CLASSES: Students pursuing a career in high school teaching may wish to enroll in ML 5645 (4 cr) OR ML 5635/5640 (4 cr) in addition to their regularly

scheduled classes. ML 5900 is an option for students interested in acquiring translation skills.

- 4) ENHANCED LANGUAGE OPTION: Students who wish to acquire proficiency in a third language may enroll in 3 credit hours of course numbers 51XX of the corresponding language. After enrolling in 5110/5120, the student attends a regularly scheduled undergraduate language class at the level appropriate for the student's proficiency (1000 through 4000). Students must identify and contact the instructor of that class prior to the first day of the semester to obtain permission to attend. These courses do not count toward the M.A degree requirements in Spanish. In most cases a grade of CR will be assigned for these courses.
- 5) TEFL CERTIFICATE. The Department of Linguistics offers course work leading to a certificate in Teaching English as a Foreign Language that students can complete, along with the M.A. in Spanish, by taking one additional course per semester. Visit the Linguistics Department's webpages for details.
- 6) DUAL M.A. DEGREE. Students with an interest in International Development, Latin American Studies, Linguistics, or other related disciplines may wish to complete two M.A. degrees. Usually, and with careful advising, this requires one additional year of course work. Funding in the form of a TAship from the Department of Modern Languages is not guaranteed during the third year.
- 7) CERTIFICATE IN THE EXPERIMENTAL STUDY OF LANGUAGE. Students with an interest in normal language use, including such areas as speech perception, word recognition, the comprehension of syntax, second language acquisition, and discourse comprehension; and/or in language disorders, including developmental language disorders and acquired neurological communication disorders may wish to complete this certificate. Doctoral programs in these fields often have difficulty in attracting qualified applicants to their programs because both undergraduate and master's programs often lack training in research, focusing instead on training in applied areas. This certificate provides the research training that will make you highly competitive for study at the doctoral level. It is offered by the College of Communication Sciences and Disorders through the Institute for the Empirical Study of Language. For more information, contact Dr. Alonso-Sameño (markse@ohio.edu).
- 8) OPTIONAL EXTENSIVE RESEARCH EXPERIENCE:
 - 8.1. WRITING A THESIS: Writing a thesis is optional and counts for a maximum of 8 credit hours (two courses). Students can register in two Spanish 6950 (Thesis) courses of 4-credit hours each.

Students who choose to write a thesis will do so in addition to taking the comprehensive written and oral examinations. It is imperative to consult the Graduate College web page as soon as possible, and frequently, for submission dates and specific thesis requirements: <https://www.ohio.edu/graduate/etd>.

If you plan to write a thesis, you must work very closely with your supervisor and follow these steps:

- a) Beginning of spring semester of your first year – identify a tenured or tenure-track faculty member willing to serve as thesis advisor and begin discussing your topic. In consultation with your thesis advisor, choose two more members for your committee and officially record the agreement. The committee will evaluate the merits of your project proposal and determine whether to move forward.
- b) Mid-Spring semester of your first year – present to your committee a well-structured scholarly proposal with clear and attainable goals, a rigorous bibliography and a time line for completion of the project. Submit "Preliminary Thesis Committee Approval" form for department files (see copy included below).
- c) Fall of your second year – Defend thesis proposal with full committee.
- d) Throughout the second year – work closely with thesis advisor, submit all drafts of chapters to all readers in a timely fashion and heed advice or directives of supervisor.
- e) Fall or spring of the second year – attend workshops on electronic submission of theses. TAD workshop (See Grad College website for dates: <http://www.ohio.edu/graduate/etd>).
- f) Early spring semester of your second year – submit completed thesis (following guidelines on <http://www.ohio.edu/graduate/etd>) to both your advisor and your other readers. They must receive this at least two weeks before your oral defense of the thesis (submit around 7th week). Publicly announce date, time, and place of thesis defense.
- g) End of spring semester (consult the web for exact dates) – defend thesis publicly and complete any required revisions before electronic submission to the Dean's Office, College of Arts & Sciences (Wilson Hall). The Graduate Chair and advisor must approve the final copies with original signatures on the approval pages (see

<http://www.ohio.edu/graduate/etd> for details).

- h) A letter grade of A-F will be given for the thesis. This will replace the PR (progress) grade that will appear automatically on SPAN 6950 from previous semesters.

The thesis may be written in either Spanish or English, depending on the topic. The thesis ranges from 70-100 pages in length including notes and bibliography (and all other required pages as noted on the web). The student must follow all directions for the format, presentation of theses, and deadlines as posted on the web (<http://www.ohio.edu/graduate/etd>).

8.2. WRITING AN EXTENSIVE PROJECT/MANUSCRIPT: Writing an extensive project or manuscript, whether academic or creative in nature, that could be turned into a publishable article, or an original collection is optional and counts for a maximum of 4 credit hours. Students may register for one SPAN 6930 (Ind. Study) course for 4 credit hours. Students who choose to work on an extensive research project will do so in addition to taking the comprehensive written and oral examinations. If you plan to write a publishable manuscript, you must work very closely with your supervisor and follow the timeline proposed for students writing a thesis (although the guidelines will be necessarily different):

- a) Beginning of spring semester of your first year – identify a tenured or tenure-track faculty member willing to serve as project advisor and begin discussing your topic. In consultation with your project advisor, choose two more members for your committee and officially record the agreement. The committee will evaluate the merits of your project proposal and determine whether to move forward.
- b) Mid-spring semester of your first year – present to your full committee a well-structured scholarly proposal with clear and attainable goals, a rigorous bibliography and a timeline for completion of the project (3 or 4 copies required – one to the project advisor and each member of your committee and the fourth to the Graduate Advisor if not a committee member). All submissions will be electronic.
- c) End-spring semester of first year and Summer – write your IRB (if applicable), get project approved, and start data collection; spend time researching, meet with author/artist/professor and conduct an interview, write an observation or a report, document the experience.

- d) Early-fall of your second year – Analyze data, interpret results, and compose a draft project.
- e) Mid-fall of your second year – Submit project to both your advisor and your other readers. They must receive a copy of your project at least two weeks before your presentation (submit around 6th week). Present your project to faculty and students in the DML (8th week).
- f) End-fall of your second year – Write and submit an abstract for presentation at a national or international meeting/conference.
- g) Mid-spring of your second year – Present your project in a national or international reputable academic forum.

Following a strict timeline is especially important for students working on an empirical or experimental project where data collection must be preceded by approval from the Institutional Review Board (IRB) at Ohio University. The scope of your project could be interdisciplinary and may be: empirical (including pedagogical, that is, language learning and teaching; with data collection, analysis and interpretation); theoretical (comparing and contrasting two theories); literary (a paper based on an author, a literary period, or a genre); artistic (a collection of short stories, a video production); etc. Each project will be presented at a public, academic forum. As with the thesis, in the case of the extended research project, students will also compose a project proposal. A committee must approve the project proposal by the end of the student's second semester. All project proposals must be pre-approved by the graduate chair in consultation with the project advisor and the student. Students can apply for graduate student grants to support travel to national or international meetings/conferences. These grants have differing deadlines; therefore, it is recommended that students carefully monitor them through this website: <https://www.ohio.edu/research/funding>

- 9) **ACADEMIC STANDING:** The Graduate Chair reviews the academic standing of all graduate students at the end of each semester. The College of Arts and Sciences requires a minimum overall grade point average of 3.0 (B) to maintain a teaching associateship (TAship) or any other financial aid. **The department requires a 3.0 GPA in courses that count towards the Spanish M.A. degree.** No grade below a C (73%) can be used to satisfy any degree requirement. Students who fall below 3.0 in required classes will spend the next semester on

academic probation during which time they must raise their average in required classes to above 3.0 or lose their stipend and scholarship. If a student receives a C- (72%) or below in any of the required classes, s/he must take an additional graduate class in the same area and receive a C or above. Graduate classes are not retakeable, so it is not possible to replace a grade by retaking the same class.

10) FUNDING CONTINUATION: Funding in the form of TAs is not guaranteed. The TA Supervisor observes and evaluates all TAs every semester. If a TA's teaching is not satisfactory, the TA Supervisor will meet with the TA to clarify departmental expectations and to offer additional training and support. This meeting will result in a timeline for improvement with benchmarks and options for additional observations. Meeting the benchmarks is critical for continued TA funding. Funding with a GRS (Graduate Recruitment Scholarship) is contingent upon support from the College of Arts & Sciences. Contact Dr. Partyka (partyka@ohio.edu) for more information.

11) ACADEMIC INTEGRITY: The Spanish graduate faculty assumes that all students qualified to enter an M.A. program in a field involving research and writing are familiar with the basic tenets of academic integrity and have learned how and why to avoid plagiarism. In order to ensure absolute clarity and to avoid errors, it is the responsibility of each student to take the following steps:

a) Visit the Community Standards and Student Responsibility pages on the OU website, click on "Code of Conduct." The Student Code of Conduct sets out the behavioral expectations for students enrolled at Ohio University. All students are subject to the provisions in the Code and are advised to review it. Carefully read through the document: <https://www.ohio.edu/student-affairs/community-standards>

b) Carefully read "Plagiarism and Academic Dishonesty" on the Modern Language Association website: <https://style.mla.org/plagiarism-and-academic-dishonesty/>

c) Consult the following writing and citation resource: (currently being updated to the 9th edition) <https://owl.english.purdue.edu/owl/resource/589/01/>

If you have any doubts as to what constitutes plagiarism after exploring these materials, you must consult your mentor and/or the graduate advisor for clarification. Failure to conform to research norms will result in academic penalty and the most egregious cases will merit immediate dismissal from the program.

12) WRITING ACCORDING TO PROFESSIONAL CONVENTIONS: Graduate students of Spanish literature and linguistics form part of a community of scholars that requires its members to follow certain disciplinary conventions adopted to facilitate the pursuit and exchange of knowledge. These conventions include drafting all papers according to a strict set of formatting and citation rules. Each student must take responsibility for familiarizing him or herself with the *MLA Handbook for Writers of Research Papers* (9th ed.) for papers in literature classes and the *Publication Manual of the American Psychological Association* (most current edition) for papers in linguistics. Alden Library holds multiple copies of both style manuals, which are also readily available for purchase at a reasonable price. In addition, various on-line resources offer overviews and summaries. You can find useful examples at:
MLA <http://owl.english.purdue.edu/owl/section/2/11/>
APA [http://owl.english.purdue.edu/owl/section/2/10/Department of Modern Languages](http://owl.english.purdue.edu/owl/section/2/10/Department%20of%20Modern%20Languages)

Ohio University

Student:

Progress towards degree: M.A. in Spanish

Date of entry: _____

P_____

I. Required classes (A & B required of TAs; C counts as II, III, or IV)
Hours

Credit

A. SPAN 6920 "Problems in Teaching Spanish". 2 credits : 1. _____ 2. _____

(semester/year/grade)

B. SPAN 5640 "Teaching Spanish". 4 credits: _____ (semester/year/grade)

C. SPAN 6902 "Seminar". 4 credits: check upon completion and list below in II, III, or IV

II. Peninsular focus: minimum of 3 required (#/title/semester/instructor/grade). 12 credits

1. _____

2. _____

3. _____

III. Latin American focus: minimum of 3 required (#/title/semester/instructor/grade). 12 credits

1. _____

2. _____

3. _____

IV. Hispanic Linguistics: minimum of 3 required (#/title/semester/instructor/grade). 12 credits

- 1. _____

- 2. _____

- 3. _____

V. Other SPAN or ML: minimum of 2 required, (#/title/semester/instructor/grade). 8-12 credits

- 1. _____

- 2. _____

- 3. _____

VI. Comprehensive Exams: _____ (semester/year) Total CH:
(must ≥ 48; TAs will have ≥ 50)

Committee (C=Chair) _____, _____,

Mentor: _____

The above student has completed all requirements for the Spanish MA and is cleared to graduate.

 Graduate Advisor Signature date

COMPREHENSIVE EXAMS

Students in their final semester of course work for the M.A. degree may take the comprehensive exams. Usually, students take exams during the **twelfth week of spring semester** of their second year of the program (April 3, 5, and 7 in 2023). If a student wishes to postpone the exams, they will need to petition the Spanish graduate faculty through the graduate advisor. If the petition is granted, the student will need to register for at least one hour only during the semester in which they plan to take the exam.

Comprehensive exams assess student achievement of learning outcomes 1, 3, 4, and 6 listed on p. 4 of this Handbook. Students should consult regularly with their mentors for advice on preparation beginning in the first semester of the program. In addition to course work, it is the responsibility of the student to prepare all readings from the list and contextualize them historically, this includes consulting the suggested readings, thoroughly reading all texts and selections - whether they are covered in class or not. Questions on both the written and oral exams may come from any part of the Reading List in addition to any materials covered in your four semesters of class work. All areas are of equal importance.

Early spring semester, the Spanish Graduate Advisor will propose a preliminary list of three-member committees charged with evaluating the comprehensive exams. Each committee will include one person from each of the three curricular areas or fields represented on the reading list: Peninsular literature, Spanish-American literature, and Hispanic linguistics. One member will serve as committee chair. Except under unusual circumstances, mentors do not serve on their mentee's comprehensive exam committee. By mid-semester the Spanish graduate faculty will finalize the committee membership. The Graduate Advisor will then form a committee to compose a draft exam and circulate it for comments. Once the faculty is satisfied with the exam, the Graduate Advisor will photocopy the exam questions and bring hard copies on the days of the exam.

Of the four days of exams, the first three will be dedicated to writing, and the fourth will be an oral exam. Students answer all questions in Spanish.

DAY ONE EXAM (3 hours): Peninsular Literature, Culture, Civilization

DAY TWO EXAM (3 hours): Hispanic American Literature, Culture, Civilization

DAY THREE EXAM (3 hours): Hispanic Linguistics

All three days of the written exam will have the same structure:

- Section 1 (30 minutes): Short Answer. Students answer three (3) of five (5) questions, each in a paragraph of 150 words (.5 page).
- Section 2 (45 minutes): Analysis of a short passage from a text. Students analyze one (1) of two (2) passages in an essay of approximately 500-600 words (1.5-2 pages).
- Section 3 (1.0 hours): Essay. Students answer one (1) of two (2) questions about a theme, literary technique, or literary movement in an essay of approximately 700-900 words (2.5-3 pages).

DAY FOUR – ORAL EXAM (1 hour)

The structure of the oral exam is more fluid. Committee members take turns asking the student for short answers, paragraph-length answers, definitions of concepts and terminology, etc. in the contexts of literature, linguistics, culture, and history. These questions can come from content covered in classes, but most will focus on the reading list. It is imperative that students read ALL of the selections on the reading list thoroughly, as much of this information is not covered in classes. Candidates should keep in mind that ALL areas are equally important, and that the exam (both the written and oral components) is designed to cover all areas equally. Each candidate may receive questions from any committee member regarding any topic, this includes culture, art, history and politics.

PROCEDURES

Prior to the written exam, the chair of each MA committee will consult with the student and the other two members of the committee to set up a date and time for the oral exam. The oral should be scheduled for the week following the written exams in order to give faculty time to read and evaluate the written parts. Each committee chair will reserve a room through the University Registrar (scheduling@ohio.edu).

Committee members will read and evaluate essays in all areas of the exam, not just their specialization, from the first three days and share impressions via email. In cases where the committee considers the written exam unacceptable, the student will not progress to the oral

exam and will receive an evaluation of "retake" or "fail" (see below). Before the oral, students are encouraged to meet with their committee chair, who will share appropriate advice or information from the committee. Students may also consult with other committee members prior to their oral exams. Any of the committee members may share the questions and a student's answers from the written exams with the student.

Before the oral, the committee chair should print out or pick up a copy of the exam evaluation sheet from the graduate chair and be prepared to provide the student with a clean copy of the reading list. A fillable electronic form is also available. The oral exam will last one hour and will serve several purposes: to test the student's familiarity with works not covered on the written exam (including questions not chosen from the written), to test his or her ability to engage in dialogue in Spanish, and to clarify any vagueness or other weakness on the written exam.

At the end of the oral, the committee asks the candidate to leave the room while members deliberate and assign an overall evaluation of the student's combined performance on the written and oral exam. Through discussion, the committee should come to a consensus. If consensus is not possible, the two-vote majority determines the outcome. Committee members just vote with a YES or NO. Abstentions are not permitted. The committee informs the student immediately of that outcome. The committee chair fills out the exam results form, the committee members sign it, and the committee chair submits it to the Graduate Chair for his or her signature. The Graduate Chair will file a copy of the signed form with the Chair of the department.

COMPREHENSIVE EXAM OUTCOMES

Students will be evaluated solely on their performance on the exam; performance in classes is independent from performance in the comprehensive exams. Exams are conceived as one unit composed of four portions: Day 1, written; Day 2, written; Day 3, written; and Day 4, oral.

Upon review of the work produced in the 4-day exam, the faculty committee will make one of the following decisions:

1. Pass
2. Retake (The retake exam requires a completely new committee and takes place at least 6 months after the first attempt)
3. Fail (students who are unsuccessful on the retake)

PROTOCOL FOR THE MA COMPREHENSIVE WRITTEN EXAMINATION

A classroom will be provided where the exams will take place and will be proctored.

1. Students are responsible for bringing their own computers (fully charged and with a back-up charging cord). If students need assistance securing a working computer, they should contact the graduate chair mid-March to make arrangements.

2. Once students are seated at their computers, they will each receive a hard copy of the exam and several sheets of paper to draft outlines or to draw charts, etc. (The student will write their name on each of the blank papers used for drafts or charts.)

3. Before beginning to write, students should set up their computer files with the following format:

- Microsoft Word
- Language: Spanish
- Spell-check activated
- Double-spacing
- Times New Roman font size 12
- 1" margins on all sides
- Header with student's name
- Save document to desktop.

4. Files should be named as follows: *lastnameDay1(2, 3).docx*.

5. Access to the Internet while writing exams is not permitted.

6. No personal electronic devices; only writing supplies, a beverage, and a snack are permitted.

7. Students are not allowed to bring their own copies of the reading list. The graduate chair will bring a clean copy of the reading list for each student. Committee chairs should also bring a clean copy of the reading list to the oral exam.

8. The graduate chair/proctor will bring several dictionaries for students to use during the exam.

9. Students must not copy the exam questions onto the written exam. All hard copies of the exams and notes are to be returned to the graduate chair upon exiting the lab.

10. When students finish their exams, they will send via e-mail their exam document in both word and pdf to the graduate chair/proctor and will wait for confirmation of receipt before leaving the exam room.

READING LIST FOR COMPREHENSIVE EXAMS, SPRING 2022

LITERATURA ESPAÑOLA

IMPORTANTE : Cualquier material visto en clase puede ser parte de los exámenes de grado. Los candidatos deben también considerar que pueden encontrar preguntas de toda la lista, aun cuando ese material no haya sido cubierto en las clases o aun cuando los candidatos no hayan tomado alguna de las clases ofrecidas.

Se recomienda consultar historias literarias y/o antologías de la literatura peninsular para orientar las lecturas. Hay varias en la biblioteca Alden, entre las que encontrarán:

- Carlos Alvar, José-Carlos Mainer, Rosa Navarro: *Breve historia de la literatura española* (1997)
- David T. Gies: *The Cambridge History of Spanish Literature* (2004)
- Felipe B. Pedraza Jiménez, and Milagros Rodríguez Cáceres: *Manual de la literatura española* (1981)
- Chris Perriam, et.al. *A New History of Spanish Writing: 1939 to the 1990s*. Oxford UP (2000x)

OBRAS

- Cantar de Mío Cid* (siglo XIII)
- Fernando de Rojas: *Celestina* (1499)
- Lazarillo de Tormes* (1559)
- Lope de Vega (1562-1635): *Fuenteovejuna*
- Garcilaso de la Vega (1500-1536): Soneto XXIII "En tanto que de rosa y açucena", Soneto XI "Hermosas ninfas..." (En *Renaissance and Baroque Poetry of Spain* de Elias Rivers)
- Luis de Góngora (1561-1627): "Mientras por competir con tu cabello", Letrillas XIX, XXIII, Romancillo XLIX (En *Renaissance and Baroque Poetry of Spain* de Elias Rivers)
- El Duque de Rivas: *Don Álvaro* (1835) o José Zorrilla: *Don Juan Tenorio* (1844)
- Gustavo Adolfo Bécquer: *Rimas* (1871). **Seleccione 3 de 12 rimas:** IV, V, VII, VIII, XI, XIV, XXV, XXXIV, XL, XLII, LIII, LXXIII
- Emilia Pardo Bazán: *Los pazos de Ulloa* (1886)
- Antonio Machado (1875-1939): "Campos de Soria" y "A José María Palacio" de *Campos de Castilla* (1912)
- Miguel de Unamuno: *Niebla* (1914)
- Federico García Lorca (1898-1936): "Sorpresa" de *Poema de cante jondo* (1921); "Romance de la luna, luna" y "Romance sonámbulo" de *Romancero gitano* (1928); "La aurora" de *Poeta en Nueva York* (1930)
- Antonio Buero Vallejo: *Historia de una escalera* (1949)
- Camilo José Cela: *La colmena* (1951) o Luis Martín Santos: *Tiempo de silencio* (1962)
- Antonio Muñoz Molina: *El invierno en Lisboa* (1987) o *El jinete polaco* (1991)

LITERATURA HISPANOAMERICANA

Se recomienda consultar varias historias literarias y/o antologías de la literatura latinoamericana para orientar las lecturas. Hay varias en la biblioteca Alden, entre las que encontrarán:

- José Miguel Oviedo: *Historia de la literatura hispanoamericana* (4 tomos) (1995, 2002)
- Jacques Joret: *La Literatura hispanoamericana* (1974)
- David W. Foster: *Handbook of Latin American Literature* (1992)
- Raquel Chang-Rodríguez y Malva E. Filler: *Voces de Hispanoamérica* (5a edición: 2017)
- John Garganigo et al: *Huellas de las literaturas hispanoamericanas* (2002)

OBRAS

- “Voces amerindias: los mayas, los nahuas y los quechuas”. De *Voces de Hispanoamérica*.
- Cristóbal Colón: *Diario*: “Introducción” y entrada del “11 de octubre de 1492” (1492) y “Carta a Luis de Santangel” (1493). De *Voces de Hispanoamérica*: entradas de Cristóbal Colón, Bartolomé de Las Casas, Bernal Díaz del Castillo y El Inca Garcilaso de la Vega y Alonso de Ercilla.
- Sor Juana Inés de la Cruz: “Respuesta a Sor Filotea de la Cruz” (1690) y sonetos, de *Poems, Protest, and a Dream*. Penguin Classics y Don Carlos de Sigüenza y Góngora: *Infortunios de Alonso Ramírez* (1690)
- José María Heredia: “Niágara” (1824) y Gertrudis Gómez de Avellaneda: “Al partir” (1836) y “A Él” (circa 1851)
- José Hernández: *Martín Fierro* (ambas partes) (1872)
- Rubén Darío: *Prosas profanas* (1896)
- José Mariátegui: *Siete ensayos de interpretación de la realidad peruana* (1928)
- Jorge Luis Borges: “La muerte y la brújula”, *Ficciones* (1944); Julio Cortázar: “Casa tomada”, *Final del juego* (1956); Horacio Quiroga: “El hijo” *Más allá* (1935); Luisa Bombal “El árbol” (1941)
- Gabriela Mistral: “Los sonetos de la muerte” (1922), Xavier Villaurrutia, “Nocturnos” (1938), Alfonsina Storni, “Tú me quieres blanca,” “Cuadrados y ángulos,” “Peso ancestral,” “Hombre pequeño,” “El hijo” (1918, 1919, 1938), y Pablo Neruda, “Alturas de Machu Picchu” (1950).
- Alejo Carpentier: *El reino de este mundo* (1949)
- Rosario Castellanos: *Balún-Canán* (1957)
- Gabriel García Márquez: *Cien años de soledad* (1967)
- Manuel Puig: *Boquitas pintadas* (1968)
- Renée Ferrer *Los nudos del silencio* (1988)
- Sabina Berman: *Entre Villa y una mujer desnuda* (1993)
- Mario Vargas Llosa: *La fiesta del chivo* (2000)
- Sofía Segovia: *El murmullo de las abejas* (2015) o Leonardo Padura: *Como polvo en el viento* (2020)

LINGÜÍSTICA

¡OJO! Habrá preguntas específicas de los materiales cubiertos en estos textos, por lo que es obligatorio leerlos.

- Hummel, K. (2014). *Introducing Second Language Acquisition: Perspectives and Practices*. Malden, MA: Wiley
- Muñoz-Basols, J., Moreno, N., Taboada, I. & Lacorte, M. (2017). *Introducción a la lingüística hispánica actual: teoría y práctica*. New York: Routledge.
- Pharies, D. (2015). *Breve historia de la lengua española*, 2nd ed. Chicago: The University of Chicago Press. *La primera edición de (2007) también vale.

CIVILIZACIÓN Y CULTURA

¡OJO! Habrá preguntas específicas de los materiales cubiertos en estos textos, por lo que se recomienda leerlos en detalle. Todas y cada una de esas partes constituyen el núcleo de estos exámenes. Declarar, por ejemplo, que “no sé nada de arte”, es inaceptable.

Para esta sección del examen, se debe conocer la historia, las costumbres, el arte, la geografía, la política, etc. de los dos continentes.

Visión transatlántica, que conecta la historia de los dos continentes desde un punto de vista personal e hispanoamericano:

- Fuentes, Carlos, *El espejo enterrado: reflexiones sobre España y América*. Cualquier edición, pero la edición de 1991 con ilustraciones está en Bb)

ESPAÑA:

- Muñoz, Pedro M. y Marcelino C. Marcos. *España ayer y hoy*. (2010).

HISPANOAMÉRICA:

- García Canclini, Néstor. *Consumidores y ciudadanos: conflictos multiculturales de la globalización* (1995)