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Courses	Request Tracking
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### New Course Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

#### Attachments:

Browse\_ [redacted]

ID	Attachment
Delete:675	SPA 770 INTRO TO HS Syllabus .pdf

First 1 Last

Select saved project to retrieve... [redacted]

(\*denotes required fields)

#### 1. General Information

- a. \* Submitted by the College of: ARTS & SCIENCES Today's Date: 11/19/2012
- b. \* Department/Division: Hispanic Studies
- c.
  - \* Contact Person Name: Susan Larson Email: slarson@uky.edu Phone: 257-1569
  - \* Responsible Faculty ID (if different from Contact) Ana Rueda Email: rueda@uky.edu Phone: 257-1565
- d. \* Requested Effective Date:  Semester following approval OR  Specific Term/Year
- e. Should this course be a UK Core Course?  Yes  No
 

**if YES, check the areas that apply:**

  - Inquiry - Arts & Creativity  Composition & Communications - II
  - Inquiry - Humanities  Quantitative Foundations
  - Inquiry - Nat/Math/Phys Sci  Statistical Inferential Reasoning
  - Inquiry - Social Sciences  U.S. Citizenship, Community, Diversity
  - Composition & Communications - I  Global Dynamics

#### 2. Designation and Description of Proposed Course.

- a. \* Will this course also be offered through Distance Learning?  Yes  No
  - b. \* Prefix and Number: SPA 770
  - c. \* Full Title: Introduction to Hispanic Studies
  - d. Transcript Title (if full title is more than 40 characters): Introduction to Hispanic Studies
  - e. To be Cross-Listed<sup>2</sup> with (Prefix and Number):
  - f. \* Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>3</sup> for each meeting pattern type.
 

<input type="checkbox"/> Lecture	<input type="checkbox"/> Laboratory <sup>1</sup>	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion
<input type="checkbox"/> Indep. Study	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum
<input type="checkbox"/> Research	<input type="checkbox"/> Residency	<input type="checkbox"/> Seminar	<input type="checkbox"/> Studio
<input type="checkbox"/> Other	If Other, Please explain: _____		
  - g. \* Identify a grading system:  Letter (A, B, C, etc.)  Pass/Fail
  - h. \* Number of credits: 3
  - i. \* Is this course repeatable for additional credit?  Yes  No
 

If YES: Maximum number of credit hours: \_\_\_\_\_

If YES: Will this course allow multiple registrations during the same semester?  Yes  No
  - j. \* Course Description for Bulletin:
 

This course is designed to give new and continuing M.A. and Ph.D. students an overview of and introduction to graduate studies and the profession of Hispanicism.
  - k. Prerequisites, if any: None.
  - l. Supplementary teaching component, if any:  Community-Based Experience  Service Learning  Both
3. \* Will this course be taught off campus?  Yes  No

If YES, enter the off campus address: \_\_\_\_\_

**4. Frequency of Course Offering.**

- a. \* Course will be offered (check all that apply):  Fall  Spring  Summer  Winter
- b. \* Will the course be offered every year?  Yes  No
- If No, explain: \_\_\_\_\_

**5. \* Are facilities and personnel necessary for the proposed new course available?**  Yes  No

If No, explain: \_\_\_\_\_

**6. \* What enrollment (per section per semester) may reasonably be expected?**

**7. Anticipated Student Demand.**

- a. \* Will this course serve students primarily within the degree program?  Yes  No
- b. \* Will it be of interest to a significant number of students outside the degree pgm?  Yes  No
- If YES, explain: \_\_\_\_\_

**8. \* Check the category most applicable to this course:**

- Traditional – Offered in Corresponding Departments at Universities Elsewhere
- Relatively New – Now Being Widely Established
- Not Yet Found in Many (or Any) Other Universities

**9. Course Relationship to Program(s).**

- a. \* Is this course part of a proposed new program?  Yes  No
- If YES, name the proposed new program: \_\_\_\_\_
- b. \* Will this course be a new requirement <sup>5</sup> for ANY program?  Yes  No
- If YES <sup>5</sup>, list affected programs: \_\_\_\_\_

**10. Information to be Placed on Syllabus.**

- a. \* Is the course 400G or 500?  Yes  No
- If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)
- b. <sup>5</sup> \* The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached.

<sup>1</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>2</sup> The chair of the cross-listing department must sign off on the Signature Reading Log.

<sup>3</sup> In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

<sup>4</sup> You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

<sup>5</sup> In order to change a program, a program change form must also be submitted.

Rev 8/09

[Submit as New Proposal](#)

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[Delete Form Data and Attachments](#)

# INTRODUCTION TO HISPANIC STUDIES

SPA 770-001

Professor Ana Rueda  
Office: 1105 P.O.T.  
E-mail: [rueda@email.uky.edu](mailto:rueda@email.uky.edu)  
Phone: (859) 257-1565

Class time: TR 12:30 – 1:45 pm  
Location: Whitehall Classroom Bldg. 301  
Office hours: T 2-4; W 1-3; R 2-4 & by appt.

**COURSE DESCRIPTION and AIMS:** This three-credit course is designed to give new and continuing M.A. and Ph.D. students an overview of and introduction to graduate studies and to the profession of Hispanism. The classes will consist of a series of presentations, discussions and critiques of sample materials as well as guest visits from other faculty from the Department of Hispanic Studies, HIGSA, and staff from Young Library. Sessions will deal with the demands and expectations of graduate study and major issues confronting higher education in this country. The course will introduce students to the types of activities they will undertake as researchers and will familiarize them with current research methods, trends and opportunities. We will examine how to undertake research, how to document that research properly and how to present it in the form of an abstract, a written paper, a review, an annotated bibliography, and a grant application. We will also work on how to organize and write a CV, when and how to present a paper at a conference, a guest speaker, and ways of presenting professional findings in the format of a round table discussion in front of a group of colleagues.

## REQUIRED TEXTS AND READINGS:

- Alonso, Carlos J. "Editor's Column: My Professional Advice (to Graduate Students)." *PMLA* 117.3 (2002): 401-06.
- Cassany, Daniel. *La cocina de la escritura*. Barcelona: Anagrama, 1995. Selection.
- Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 7<sup>th</sup> ed. New York: The Modern Language Association of America, 2009.
- Henson, K. "Debunking Some Myths About Grant Writing." *Chronicle of Higher Education*, June 26, 2003. [http://www.yale.edu/grants/proposal\\_dev/writinggrants.pdf](http://www.yale.edu/grants/proposal_dev/writinggrants.pdf)
- Montolio, Estrella, coord. *Manual práctico de escritura académica*. 3 tomos. Barcelona: Ariel, 2000. Selection.
- Nelson, Cary. "No Wine Before It's Time: The Panic Over Early Professionalization." *Profession* (2000): 157-163.
- "Statement of Professional Ethics. Modern Language Association of America." *Profession* (2005): 226-232.
- Vázquez, Graciela, coord. *Español con fines académicos: de la comprensión a la producción de textos*. Madrid: Edinumen, 2005. Selection.
- Course materials are posted on BlackBoard. Some handouts are distributed in class.

**TOPICS:** The course is organized around two areas:

**1. Research**

Academic writing

- Self-diagnosis: How do I write? How do I punctuate? My strengths and weaknesses as a writer.
- Academic genres: values, expectations. How to think and write for academia in the US.
- How to evaluate and write an abstract
- How to evaluate and write an academic research paper (Note that since papers may fall outside the field of the professor teaching the course, s/he will not be able to assess its originality in terms of the approach or the quality of the sources cited. The target would be the strength of the argument and its rhetorical uses.)
- How to write the review of an article (M.A. students) or a book (Ph.D. students)
- How to evaluate and write a grant proposal
- How to write an annotated bibliography
- The rudiments of documentation according to MLA Style
- Trends in the field: Peninsular Studies, Latin American Studies – guest speaker
- Using the University of Kentucky Library for graduate-level research – lab at Young Library

NOTE: Books read for other classes may be used insofar as the class assignments do not overlap.

**2. Professional Development**

Ethics and Etiquette

- UK's academic honesty code and MLA guidelines on ethics: Discussion of practical cases related to ethics
- Etiquette in the profession

Presenting oneself academically and presenting others

- How to organize and write a CV
- How and when to send work to a journal for publication and how to deliver a paper at a conference
- How to organize and to deliver a round table discussion on language teaching
- How to present a speaker (a critic or a writer)

Resources available

- The Library – lab conducted at Young Library by two head librarians
- Fellowships and Grants available – presented by HIGSA

**COURSE EXPECTATIONS:** Each student will be expected to prepare for each class, attend class, and contribute to the critical discussions of reading assignments. Students are also expected to submit 7 written assignments: Self-diagnosis, Abstract and Cover Letter, Bibliography exercise, CV, Research Paper, Review, and Grant Proposal).

**OUTCOMES:** By the end of the semester students should have

- A general understanding of the profession of Hispanism and their place in the profession
- A foundation to conduct research at the graduate level
- An introduction to documentation according to MLA Style
- Knowledge and practical experience in academic writing (self-diagnosis, abstract, paper, bibliographical exercises according to MLA Style, review, grant proposal)
- The rudiments for how to develop professionally (CV building, job application, professional presentations, ethics and etiquette, access to resources and opportunities targeted for Hispanists)

**EVALUATION:** Students will be evaluated on the basis of

- **Attendance 5%**  
30/30 days=100 points; 29/30=96.6; 28/30=93.3; 27/30=90; 26/30=86.6; 25/30=83.3; 24/30=80, etc. Justified absences (doctor's excuse, funeral leave, etc., will follow university policies below).
- **Preparation and meaningful participation in class 5%**
- **Writing (assignment submissions on paper) 70%**

Self-diagnosis	5%	in Spanish
Abstract w/ cover letter	10%	in Spanish/English
Paper (7 pp. + bibliography)	25% (20%, 5% revisions)	in Spanish
Review (article for MA; book for PhD students)	10%	in Spanish
MLA bibliography	10%	
Annotated bibliography	5%	in Spanish/English
Grant proposal	5%	in English
- **Professional development 20%**

Round table on teaching	10% (2 groups)	in English
Presenting a speaker	5%	in Spanish/English
CV	5%	


Grading scale: 90-100% = A; 80-89% = B; 70-79% = C; below C, fail

## CALENDAR



indicates a written assignment is due on that day

- Aug. 23**      **Introduction to the course.**  
Assignments for 8/28:
1. Write a 350-word reflective piece \*in Spanish\* on this topic: "How do I write? My strengths and weaknesses as a writer."
  2. Read Cassany, "Lección magistral" and "De lo que hay que saber..." (pp. 19-52)

**Aug. 28** 

**Academic genres. How to think and write for academia in the US.**





Assignment for 8/30:

1. Read Cassany, "Accionar máquinas" and "El crecimiento de las ideas" (pp. 53-70)

**Aug. 30**      **Mapping your ideas. CELT presentation on Prezi and technology in teaching and research.**

Assignment for 9/4:

1. Read Cassany, "Cajones y archivadores" (pp. 71-81)

- Sept. 4 **MLA documentation style – guest speaker (DGS, Dept. of Hispanic Studies)**  
In-class handout. MLA documentation style on line.  
Assignment for 9/06:  
1. Turn in bibliographical exercise
- Sept. 6  **MLA documentation style – guest speaker (editor of *Romance Quarterly*).**  
Assignment for 9/11:  
1. Read Otañi, “El resumen o abstract del artículo de investigación en español: Características retórico-lingüísticas” (pp. 45-72)  
2. Analyze and rank 4 abstracts.
- Sept. 11 **The abstract. Key aspects. Evaluation of abstracts.**  
Assignment for 9/13:  
1. Submit an abstract for a Call of Papers on a literary topic of your choice. Include a cover letter/e-mail stating briefly where you’re submitting your abstract (name the conference, place and date of the event): Write the abstract in Spanish or English, depending on the language(s) that the conference accepts.  
2. Search this article at the library and read it: Nelson, Cary. “No Wine Before It’s Time: The Panic Over Early Professionalization.” *Profession* (2000): 157-63.
- Sept. 13  **Delivering a paper at a conference. How and when to send work to a journal for publication.**  
**Ideas for the paper: brief oral communications and feedback. Discussion.**  
Assignment for 9/18:  
1. Submit outline for research paper and bibliography.
- Sept. 18  **Research paper. General considerations. In-class exercises. Peer-review of outlines for research papers. Discussion.**  
Assignment for 9/20:  
1. Read the professor’s handout on how to write a research paper  
2. Submit one-paragraph summary of proposal “El Gótico...” (collaborative writing)
- Sept. 20  **Research paper. The thesis statement. Discussion.**  
Assignment for 9/25:  
1. Read Cassany’s “Estructura del texto y párrafos”  
2. Work on your thesis statement
- Sept. 25 **Research paper. Peer review of thesis statements. The paragraph. In-class exercises. Discussion.**  
Assignment for 9/27:  
1. Read Cassany, “La arquitectura de la frase”  
2. Work on your paragraphs
- Sept. 27 **Research paper. The sentence. In-class exercises. Discussion.**  
Assignment for 10/2:  
1. Read Cassany, “La prosa disminuída” and “Nueve reglas para escoger palabras”  
2. Work on your sentences and lexicon

**Oct. 2**      **Research paper. Word choices. In-class exercises. Discussion.**

Assignment for 10/4:

1. Read Cassany, "Pintar o reconstruir"
2. Submit Research paper

**Oct. 4** 

**Research paper. The revision process. Discussion.**

Assignment for 10/18:

1. Submit the revised version of your paper

Assignment for 10/9:

1. Read samples of grant proposals posted on Bb.

**Oct. 9**      **Grant proposals. Key elements. Review of successful grant proposals. Discussion.**


Assignment for 10/16:

1. Write a two-page (double-spaced) grant proposal with a brief budget justification.

**Oct. 11**      **Grant proposals. Types. Guest presentation by HIGSA.**

Assignment for 10/16:

1. Select an article (MA students) or book (PhD students) for review
2. Read samples of book reviews posted on Bb

**Oct. 16** 

**Book review. General considerations. Reviewing the book reviews. Discussion.**

Assignment for 10/18:

1. Peruse these external links in Wikipedia's "Book review":  
Indiana University, Bloomington. [Writing Book Reviews](#), April, 2004.  
Los Angeles Valley College. [How to write a book review](#), February, 2009.

Assignment for 10/23:

1. Submit a one-page review of an article (MA students) or a two-page book review (PhD students).

**Oct. 18** 

**Book reviews. How and when to write book reviews? Their role in research evaluations. Questions and discussion.**

**Oct. 23** 

**Trends in the field: Teaching Spanish as a Second Language** – guest speaker from Hispanic Studies linguistics faculty

Assignment for 11/6:

1. Round table on Teaching Spanish as a Second Language. Form two groups to research and present two separate topics pertaining to Teaching Spanish as a Second Language. Each group researches the topic and must be able to present the results at the panel. Discussion follows.

**Oct. 25**      **Trends in the field: Peninsular Studies**



Assignment for 11/6:

Compose an annotated bibliography of 6 items (articles, books, or a mix) on one theoretical approach that is of interest to you (e.g.: theories of masculinity,


postcolonial theory, urban theory, ghost theory, theories of Otherness, Orientalism, travel theory, etc.). Write it in English or Spanish.

**Oct. 30** Trends in the field: Latin American Studies – guest speaker from Hispanic Studies faculty


**Nov. 1** Research at Young Library – Room 1-57 – lab with librarian Judy Fugate  
Assignment for 11/6:  
Library exercise due. Submit electronically to library according to instructions.

**Nov. 6**   **Round table on Teaching Spanish as a Second Language**  
Assignment for 11/13:  
1. Read “Statement of Professional Ethics. Modern Language Association of America.” *Profession* (2005): 226-32. [http://www.mla.org/repview\\_profethics](http://www.mla.org/repview_profethics)


**Nov. 8** [Cincinnati conference, M/MLA]. TBD


**Nov. 13**  **Ethics. Discussion of specific cases that apply to academia.**  
Assignment for 11/20:  
1. Begin gathering data for your CV; submit your CV on 11/20


**Nov. 15** **Organizing and writing a CV. Templates. Categories. Legibility. CV inflation.**  
Assignment for 11/29, 12/4, and 12/6:  
1. Select a famous critic or writer for a formal academic presentation and gather information


**Nov. 20**  **Etiquette in the profession.**

**Nov. 21-24** Thanksgiving – Academic Holiday

**Nov. 27**  **Review of CVs. Job application materials. Resources.**

**Nov. 29**  **Presenting a speaker – student presentations**

**Dec. 4**  **Presenting a speaker – student presentations**

**Dec. 6**  **Presenting a speaker – student presentations**  
Course evaluation.



## **UK POLICIES**

### **Excused Absences:**

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

### **Verification of Absences**

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

### **Academic Integrity:**

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a

paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

**Accommodations due to disability:**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

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Detailed Navigation

- Workflow Items
- eCATS (Curricular Proposal)
- OSPAAKF Form
- Financial Disclosure

Related Links

- Browser Compatibility

**Courses Request Tracking**

**eCATS Request Tracking**

No Filter  
 Filter By College Name  
 Filter By CourseID  
 Filter By Date Range

FromDate:  ToDate: 11/10/2012

Course/ Prog ID	Display Form	Course/ Program	Request Type	College	Date
SPA 262	<a href="#">Display Form</a>	Course	Change	ARTS & SCIENCES	6/12/2012 1:
SPA 302	<a href="#">Display Form</a>	Course	Change	ARTS & SCIENCES	10/7/2012 1:
SPA 332	<a href="#">Display Form</a>	Course	New	ARTS & SCIENCES	8/30/2012 1:
SPA 350	<a href="#">Display Form</a>	Course	New	ARTS & SCIENCES	9/4/2012 1:
SPA 770	<a href="#">Display Form</a>	Course	New	ARTS & SCIENCES	9/21/2012 1:

Details of Course/Program ID(SPA 770)

WORKITEM ID	Workflow State	Date	Time
000010979555	Department Received	2012-09-21	10:11 AM
000010979570	Department Approved	2012-09-21	10:20 AM
000010532550	Received by College	2012-09-21	10:20 AM
000010692552	Approved by College	2012-10-09	14:57 PM
000011031342	Received by GC	2012-10-09	14:57 PM
000011031344	Approved by GC	2012-11-16	12:56 PM