



**Concurrent Enrollment Course @ Thomas Jefferson High School  
Latina/o Literature Fall, 2023  
LIT2058, Section 101 (3 Credit Hours)**

¡Bienvenidos Welcome! I'm glad that you're in our class. I am looking forward to getting to know you, your interests, your goals and how we can connect them to our course.

**Instructor Information**

**Instructor's Name**

Lynne Valencia-Hernández, she/her ([Why I include my pronouns](#))

**My Email**

- [lvalen2@dpsk12.net](mailto:lvalen2@dpsk12.net) Email me with any questions at any time. I will respond within 24 hours. "I am just an email away."

**My Location/Office Hours**

Office Hours are on Zoom and/or in-person (Littleton Main 4585):

- Mondays & Fridays Office Hours: 3:35 -3:55 pm
- I am also available during 4th, and 7th only on Tuesdays and Thursdays

**Course Information**

**Course Start/End Dates:** August 21st - December 15th

**Course Meeting Times and Location**

- 2nd period 9:20-10:10 M, T, R, F  
10:15-11:05 Thursdays

**Our Required Books:**

- *Bless Me Ultima* -Rudolfo Anaya
- *Woman Hollering Creek* -Sandra Cisneros
- *The Brief and Wondrous Life of Oscar Wao* -Junot Diaz
- *In the Time of Butterflies* -Julia Alvarez
- Various poems, speeches, corridos, and rancheros etc...

### **What to Expect From this Course:**

In this course we will work to develop an understanding of the various experiences of being Latina/o, Chicana/o Hispanic, etc. In other words, we will work to complicate our current understanding of what “Latina/o” means by reading, thinking, talking, and writing about diverse works of literature, literary criticism, and theory. We will also share our personal interpretations of our class readings and the connections we see between the texts and our own knowledge and experiences. My hope is that our readings, discussions, and assignments will challenge us, surprise us, and ask us to think about identities in new ways. We will read a lot, think hard, and write too; and I know that you can do it all!

Another key feature of this class is that it is student-centered and community-based. This means that your ideas, words, and voices are the #1 priority in this class. I will ask you to share your ideas every week and in every assignment. Because of this setup, it’s important to complete reading and writing assignments on time so that you can fully participate in our class meetings and assignments.

### **Official CCCS Course Description:**

Latina/o Literature examines the cultural, historical, and social contexts impacting Latina/o identities through critical reading and analysis. Focuses on significant works, including poetry, drama, and/or fiction, by Latina/o authors.

### **Guaranteed Transfer (GT) Pathways:**

The Colorado Commission on Higher Education has approved LIT 2058 for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-AH2 category. For transferring students, successful completion with a minimum C– grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to <https://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html>.  
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### **Course Learning Outcomes**

1. Read literary texts in various genres by Latina/o authors.
2. Engage in critical analysis of selected works.
3. Identify general characteristics of a particular author or different ways of treating a particular theme.
4. Investigate historical and social contexts of literature and how they are reflected in the attitudes and values of specific eras and cultures.
5. Create and develop ideas based on the literature that are clear, logical, and use appropriate sources, evidence, and documentation in writing and presentations.

### **Topical Outline: Note: Outline details recursive, not linear, activities.**

- I. Latina/o writers and their writing
- II. Interpreting themes and styles

- III. Role of Latina/o literature in the creation of identity
- IV. Literary criticism

**Census Date (date to drop with a refund): February 1<sup>st</sup>**

If you drop a class before the drop date you are not responsible for payment, and you will not lose College Opportunity Fund (COF) credits. Additionally, a dropped course will not be visible on your permanent student record.

**Withdraw Date (date to withdraw with a "W"): April 13<sup>th</sup>**

You can withdraw between the drop and withdrawal dates without affecting your grade point average. However, if you withdraw from a course, you will be responsible for full payment and you will lose COF credits. If you decide to withdraw from a course for any reason, it is recommended that you speak to your advisor about your withdrawal options.

**Accommodations Statement**

ACC provides accommodations to students with diagnosed or suspected disabilities that affect them in academic settings. This may include learning, mobility, and/or cognitive disabilities; mental health conditions; temporary disabilities; and other physical and/or mental conditions. To protect student privacy, disability information is kept separate from academic records.

**Note from Mrs. Valencia-Hdz.:** I am always happy to adjust my teaching and resources to make the class work for you. So, if you don't have your official accommodation letter in yet, just reach out to me and let me know how you learn best and how I can support you this semester.

Students with accommodations are responsible for requesting their accommodation letter each semester. Accommodations start when your instructor receives your accommodation letter. It may take several days to create your accommodation letter, and some accommodations (testing, etc.) need to be requested at least 7 days in advance. So please request accommodations as soon as you can. Students and instructors are encouraged to have a conversation about accommodations and how they apply in each class. Please contact [Disability Access Services](#) for more information. To request accommodations, please contact DAS at [disability.access@arapahoe.edu](mailto:disability.access@arapahoe.edu) or 303.797.5860. Students can also schedule an intake appointment online through [Navigate](#).

**Coursework**

This semester, we will be practicing several skills that are official learning outcomes of this course (they are on page 3). All of our assignments are related to the learning outcomes of this course—either in big, obvious ways, or in more subtle ways. If you ever feel like an assignment doesn't align with our learning outcomes, please let me know so that I can address it.

The main thing I want you to know is that you're never alone in doing this work. Typically we'll begin our knowledge building through a reading assignment, then we'll share and test our ideas in a class discussion or activity and/or additional research, and then you'll share a more finalized version of your ideas in a graded assignment.

## Major Projects

We'll have 4 major projects this year, and each will be done at the end of each unit. In these projects, you'll get to demonstrate some of the course learning outcomes. Our major projects will typically ask you to choose one text that we're studying in class, research a bit more about the author, context, and/or text itself in order to present and explain your insights on the text (aka: your thesis).

## End of the Year Presentation / Independent Project

My favorite part of any class is empowering students to connect their interests to the course, and I want everyone to get a chance to share their discoveries with everyone. I know that it can be stressful to be in front of the class, so we can be flexible as needed. Like all our assignments, I want to get your feedback before finalizing requirements, but right now, this is what I'm thinking:

- You choose an author or piece of literature that we did not study as a class.
- You share your main takeaways with the class: information about the author, the piece of literature, your personal responses/interpretations/insights about the literature.
- Think of this as an opportunity to broaden and/or deepen your knowledge of Latinx Literature. This class is limited, so here is where you get to really design your own educational experience.
- If you are frozen by this much freedom, I have a list of recommended readings that you can choose from.

**Reading Response:** Each day in class we will interact with a character or symbol analysis, or a thematic structure analysis. You will be asked to collect textual evidence from the text that we are reading to support your analysis, and write an ACEIT paragraph based on that analysis.

This part of our course work is designed to encourage you to do things that successful students typically do: take notes, dialectical journals, work with classmates outside of class, talk to me about the class, and use the college support services like the Writing Center or TutorMe.

- **Visit office hours/meet with me individually:** Checking in regularly with me about class helps students feel confident and organized regarding class. So, stop by my office if you want to check in. If my office hours schedule doesn't work with yours, please email or text me to set one up.
- **Study Groups:** Many students enjoy learning alongside a classmate. If that's something that works for you, please find a study-buddy from class and work together either in-person or via email, text, snapchat, etc. Please be respectful of boundaries in terms of sharing contact info, time, effort, etc.
- **Take Reading or Class Notes:** Most people comprehend and remember more of what they read or listen to if they take notes. So, to encourage you to take notes while you read the weekly assignments and attend class.

- **Online or In-Person Writing Center Consultation:** The Writing Center is an amazing resource you can use to get guidance and feedback about our assignments. You will gain knowledge and confidence the more you talk about your writing with others, and you'll earn CCP for this class. You can access the Writing Center online here: [ACC Writing Center](#).
- **Online Tutoring/TutorMe.** If you want a professional writing tutor to help you with a written assignment without having to talk to anyone, TutorMe is made just for you. The link is on our course home page (right side of the screen). You will need to upload your essay and the instructions, tell the tutor what you would like help with, and check your ACC email 24 hours later for their feedback. If you do this, please upload a screenshot of the feedback/reply into the weekly notes assignment folder. (10 points for each TutorMe session.)

*This list will likely be added over the course of the year. If you have another idea, let me know and we can add it.*

**Vocabulary Quizzes:** An integral part of reading comprehension is vocabulary knowledge. We will continually study the vocabulary that is embedded in our texts and take quizzes over their meaning.

**Unit Final Essays:** At the end of each unit you will write a 5 paragraph essay on a prompt of your choice from a bank of prompts provided. These prompts will vary between informative and argumentative essays.

### **Grading and Assessment**

Below is an overview of how I'll calculate grades this year. Also, read over the late assignment and revision policies below; those policies are ways that I am trying to reduce the stress around grades. In addition to the standard based assignments there will be daily in class assignments.

<b>Standards Assignments</b>	<b>Points</b>
<b>Fall Semester</b>	
Unit #1 Final Essay	100 points
Unit #2 Final Essay	100 points
<b>Total Points Possible</b>	<b>200 points</b>
<b>Spring Semester</b>	
Unit #3 Final Essay	100 points
Unit #4 Final Essay	100 points
Presentation / Independent Project	100 points
<b>Total Points Possible</b>	<b>300 points</b>

## Grading Scale

Letter Grade	Percent
A	89.5 to 100%
B	79.5 to 89.4%
C	69.5 to 79.4%
D	59.5 to 69.4%
F	0 to 59.4%

## Course Policies and Procedures

### Attendance Policy

- Attendance and active participation in class are important for a productive and healthy classroom. To participate well, we must be present and prepared for every class; this includes completing the reading, writing, or any other homework assignment that is due for the day and staying actively involved during class.
- The TJ attendance policy will be in place for this course, but remember that in a college course you cannot miss more than 3 classes in order to pass the course.
- Of course, unexpected things will come up this semester that may disrupt your attendance, schedule, and your momentum. Maybe it's a flat tire, an illness, or a job interview. If you begin to feel overwhelmed with the reading or assignments piling up, contact me, and we'll figure it out together.
- Expect to spend around 4-6 hours a week on class work: reading, taking notes, brainstorming, researching, writing, revising, etc.

### Late Assignments:

Ideally, you'll complete your assignments on time. This will help our whole class move forward together, helping each other learn and strengthen our reading and thinking skills. If you're consistently falling behind or not turning in work, I'll reach out to you to try to help and encourage you. And you're always welcome to reach out to me too.

Oftentimes, when students have something big on the calendar (a trip, surgery, new job, etc.), I encourage them to work ahead as much as possible and then turn in the missing work as soon as possible. If you have a situation that impacts your ability to complete homework, let me know, and I'll try to help.

### Revisions:

One thing that I hope to teach you this semester is the importance of revision. Revising can simply be fixing little mistakes, and it can also be "re-visioning" a project—looking at your assignments in a completely different way to try to create something different than the first attempt. Revision is also an opportunity to practice using feedback to improve your writing and

thinking, which is something I want you to learn this semester. You may revise any assignment to improve it and/or earn a higher grade as long as we have time in the semester.

### **Classroom Community and Mutual Respect**

We are a community of learners, all working towards a fuller understanding of the world around us. As a community, each of us must take an active role in our education.

**This means that each of you should ask lots of questions, make many attempts, and adjust when necessary.**

Everyone will have differing experiences and opinions; this adds to the richness of our learning experience. And, you should expect to have your ideas, work, and arguments respectfully challenged—maybe because someone disagrees with you or maybe just to push you to make the argument stronger. In order to encourage everyone to share their thoughts and questions, we must respect one another and expect the same respect in return. We will conduct ourselves respectfully in all our spaces. Disparaging language regarding race, religion, gender, sexual orientation, economic standing, physical or mental ability, or any other personal identity is extremely damaging to the safe and respectful community we're trying to build and will not be tolerated. If any behavior is disruptive, disrespectful, or otherwise inappropriate, I will address it immediately. If I don't recognize something as disrespectful or hurtful, please bring it to my attention so that I can continue to learn how to make our class a welcoming place for everyone.

### **What To Do When You Need Extra Help**

No one gets through college alone! Successful students surround themselves with supportive friends, family, & classmates. Throughout this term, I will be encouraging you to work with many of your classmates and seek support from ACC's excellent services like the Library, Writing Center, TutorMe, and TRIO. I also encourage you to find at least 2 or 3 study-buddies that you can talk to or text outside of class.

### **TRIO Student Support Services**

ACC's TRIO Student Support Services program provides personalized attention to first generation and low income students, and students with disabilities. Students are supported and empowered in their academic, personal and professional growth. TRIO specialists assist with financial support, college requirements, and motivate students toward the successful completion of a degree. The goal of TRIO SSS is to help transition from one level of higher education to the next. If you believe you may be helped by participation in the TRIO program, you can learn more here: <https://www.arapahoe.edu/advising-support/trio>

### **Statement of Academic Integrity**

Most academic writing requires students to borrow, respond to, or integrate someone else's words (an article, essay, or video). It's important that we give those original authors credit for their words and ideas, so I will be teaching you ways to cite sources honestly and ethically by using MLA guidelines. You may have heard the term "plagiarism" or "textual borrowing", which is when a writer doesn't give proper credit to their sources. You are welcome to look up these

terms as well as advice about how to cite sources. Until you learn academic rules about how to cite words or ideas from another source, do your best. If you're worried about making a mistake, please talk to me, someone from the Writing Center, or a Librarian.

I also want everyone to avoid turning in essays from previous classes. This is because you'll get more out of this class if you do something new. If you want to explore a text, author, or topic that you wrote about in the past, please talk to me beforehand so that we can come up with a plan to make it a new learning experience for you. And, if you have questions, please talk with me.

If someone turns in a paper that is primarily someone else's words or an assignment from a previous class, it's usually because of stress or lack of confidence. So, let's work hard to avoid that situation! If you end up choosing that path, I'll talk to you about it and together we'll figure out a fair solution and/or consequence.

Also, here's ACC official policy: ACC is committed to academic honesty and scholarly integrity. The College can best function and accomplish its mission in an atmosphere of the highest ethical standards. All members of the College community are expected and encouraged to contribute to such an environment by observing all accepted principles of academic honesty. Academic dishonesty includes but is not limited to plagiarism, cheating, fabrication, grade tampering, misuse of computers and other electronic technology, and facilitating academic dishonesty. Those found in violation may be subject to academic consequences **up to and including failure for the course and** potential disciplinary sanctions under the Disciplinary Procedure ([SP4-30](#)). Students can find more information about the ACC Student Code of Conduct: Rights and Responsibilities Procedure ([AP4-30a](#)) or by contacting the Dean of Students Office at 303.797.5730, room M2720, or [acc.dos@arapahoe.edu](mailto:acc.dos@arapahoe.edu).

### **Additional Syllabus Information**

#### **GT-AH2: LITERATURE AND HUMANITIES CONTENT CRITERIA**

Students should be able to:

Respond analytically and critically to literary or media works, by addressing all of the following:

- a. Specific era(s)
- b. Specific culture(s)
- c. Themes or major concepts
- d. Attitudes and values

#### **GT- AH2 Competencies:**

*Competency: Written Communication:* Students should be able to:

2. Develop Content
  - a. Create and develop ideas within the context of the situation and the assigned task(s).
4. Use Sources and Evidence
  - a. Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.



- b. Follow an appropriate documentation system.

*Competency: Critical Thinking:* Students should be able to:

2. Utilize Context
  - a. Evaluate the relevance of context when presenting a position.
  - b. Identify assumptions.
  - c. Analyze one's own and others' assumptions.
5. Understand Implications and Make Conclusions
  - a. Establish a conclusion that is tied to the range of information presented.
  - b. Reflect on implications and consequences of stated conclusion.

### **Course Learning Outcomes**

1. Read literary texts in various genres by Latina/o authors.
2. Engage in critical analysis of selected works.
3. Identify general characteristics of a particular author or different ways of treating a particular theme.
4. Investigate historical and social contexts of literature and how they are reflected in the attitudes and values of specific eras and cultures.
5. Create and develop ideas based on the literature that are clear, logical, and use appropriate sources, evidence, and documentation in writing and presentations.

### **Required Topical Outline**

Note: Outline details recursive, not linear, activities.

- I. Latina/o writers and their writing
- II. Interpreting themes and styles
- III. Role of Latina/o literature in the creation of identity
- IV. Literary criticism

### **Course Schedule**

#### **Semester One:**

- *Bless Me Ultima* -Rudolfo Anaya -Chicanismo, Nuevo Mexico, coming of age -8/21-10/20
- *Woman Hollering Creek* -Sandra Cisneros diaspora, gender/feminist, race & ethnicity, social class and power literary lenses -10/23-12/8

#### **Semester Two:**

- *The Brief and Wondrous Life of Oscar Wao* -Junot Diaz social class and power, binary limitations, self exploration, intergenerational plot, diaspora -1/3-2/23
- *In the Time of Butterflies* -Julia Alvarez -intergenerational plot, gender/feminist, social class and power literary lenses -2/26-4/18
- Presentations / Independent Project -4/22-5/10