



AP SPANISH LITERATURE ~ SPAN. 5



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Dear Parents and Students:

Welcome to AP Spanish, a continuation of your journey in the Spanish language and culture. I welcome you Spanish 5, and I am both proud and extremely honored you have decided to continue in your studies in Spanish. Congratulations on your decision to continue in your studies of Spanish. Please feel free to contact me at any time during the year to answer any questions and/or concerns.

Course description: The overarching objective of the AP Spanish Literature course is to prepare students to be successful on the AP Examination. In order to ensure that students are as successful as possible, we will be discussing the literature in a variety of methods that will also improve student proficiency in both the language and Hispanic culture as it is presented in the texts. In order to allow us to reach the goal of a successful examination, we will accomplish the following during the academic year in AP Spanish Literature:

1. Students will learn the major literary movements, writers, trends and ideas that have shaped Hispanic literature from the medieval to modern periods.
2. Students will learn the techniques necessary to analyze the content and form of literature, including works of prose, theater and poetry.
3. Students will learn the vocabulary and terms associated with literary criticism in order to connect their reading of the texts to its importance in literary movements.
4. Students will think logically and analytically about the texts for their individual value and for their appropriateness and importance in historical, social and cultural context
5. Students will improve confidence, proficiency and ability in both spoken and written expression of the Spanish language.

In addition, students will also,

- appreciate literature as a way to understand self, others and the universalities of the human condition.
- analyze literature for deeper meaning and an understanding of the literary resources employed to convey that meaning.
- connect literature to the context in which it was written and to its continuing importance in contemporary society.
- develop critical thinking skills and academic writing skills along with the reading, listening and speaking skills involved in foreign language study.
- develop autonomy in developing new vocabulary and learn to self-monitor for comprehension.
- obtain the academic vocabulary and communication skills to maintain discourse about literature in Spanish.

FURTHERMORE, this course will provide **students opportunities to:**

- **Discuss literary texts in a variety of interactive formats & write short responses in Spanish.**
 - EJEMPLO: Students, during our block days (Tuesday/Wednesday), will 'journal-write' about a THEME assigned, and given a specific literary text. After writing responses to scripted questions (4-5 total), we will share responses in open-forum style (*en pareja, en grupo, en clase*).
- **Analyze the relevance of literary texts to historical, sociocultural, and geopolitical contexts.**
 - EJEMPLO: Students will watch selected scenes from "La Casa de Bernarda Alba". The theme given will be LAS RELACIONES FAMILIARES, and they will compare/contrast with Juan Rulfo's "No Oyes Ladrar los Perros". Students will write 5-10 similarities & differences as to how they specifically tie into the social, cultural, and historical context of the "Pueblos de España" where it takes place. Discussion will follow.
- **Compare literary texts produced in different historical contexts.**
 - EJEMPLO: Using "Mujer Negra" (Morejón), students will write/discuss how males are depicted in this work vs. how females are depicted and compare these with those found in "Conde Lucanor" (don Juan Manuel) Ej XXXV.
- **Analyze cultural products, practices, or perspectives references in literary texts.**
 - EJEMPLO: Students will discuss how different cultural perspectives using "El Hijo" (Quiroga) influence both the attitude and the behavior of the father; this can be done during our 'interactive format' block day, or in essay form.
- **Learn and apply literary terminology to the analysis of a variety of texts representing different genres and time periods and relate artistic representations to the course content.**
 - EJEMPLO: Using "Walking Around" (Neruda), students will identify similarities and differences between the depiction of time and space in this work and write/discuss how & why the poetic voice feels so disconnected with his environments and his negative reactions to the world which he lives; the theme of time and space will then be introduced again with "La Persistencia de la memoria" by Salvador Dalí, and a brief presentations of findings will be required.
- **Relate audiovisual materials in Spanish to the course content**
 - Students will explore gender stereotypes using Storni's poetry. Then, students will listen to Pedro Fernandez song "Dicen que los hombre no deben llorar", whereby they will create a graphic organize to discuss gender and roles in each.

As a final note, students will **develop/construct activities in order to reinforce their understanding of literary texts.**

EJEMPLOS:

- After reading Lazarillo de Tormes (Anónimo), we will discuss the nature of the word 'picaresque'. Students will be given time to research, on-line, for depictions of a 'pícaro', and select one they feel captures the essence of the character, and class share their findings and explain their selection.
- Students will first read "Romance de la pérdida de Alhama". Then, students will write/record their own romance, present it in class (via posterboard, power point, windows movie-player). These will be posted on-line, and invite others to view and comment.

Course Overview

AP Spanish Literature is a course designed to introduce students to the major movements of both Peninsular and Latin American literature, in its original language. The course will be conducted entirely in the target language and will be directed through class discussions of

elements of the literature from the required reading list. English will be utilized primarily to clarify *any due date of quizzes and/or exams and/or essays* (i.e. clarification for grade purposes only). If a student wishes to further clarify concepts and/or items discussed in class, they are encouraged to attend after school tutoring, which is Mon - Thurs in my classroom from 2:15 to 3:30. *Students are encouraged to and expected to participate actively in Spanish solely in order to build proficiency and competency in their language skills to better prepare them for the level of communication and analysis required of students at this level.* This course will focus on the major literary movements as directed by the required reading list (attached) providing both a literary and historical context for the works that will be covered. The objective of the AP Spanish Literature course will be to foster an enduring appreciation for the Spanish language, literature and culture as well as to prepare students for the AP Spanish Literature Exam as a culminating event in this course.

The course will, in essence, allow students to explore the six themes within each of our reading pieces:

1) *Las sociedades en contacto*

- a. Las clases sociales
 - b. El choque de las culturas
 - c. Divisiones socio-económicas
- ¿De qué manera las perspectivas de una cultura afectan la representación de eventos históricos?
 - ¿Cómo se representan en obras literarias de distintos períodos y diversas culturas las relaciones entre grupos sociocultures/grupos étnicos/ etc.)

EJEMPLO de actividades:

1. The reading of Lazarillo de Tormes will be used to present the them of “Las Sociedades en Contacto”, and student will write an essay, analyzing how the theme is expressed in the work.

2) *La construcción del género*

- a. Las expectativas sociales
 - b. Los roles sociales (hombre y mujer)
 - c. El machismo
- ¿Cómo se revela la literatura los cambios en la percepción de los géneros masculino y femenino?
 - ¿De qué manera han servido los factores socioculturales como instrumentos de cambios/no cambios en la representación de los géneros?

EJEMPLO de actividades:

1. Using Sor Juana’s and Storni’s Poems, students will analyze how “La Construcción del Genero” is depicted and follow with an essay comparing these two perceptions.

3) *El tiempo y el espacio*

- a. La realidad vs. la ficción vs. el sueño
- b. Lo fantástico vs. la fantasía vs. lo mítico
- c. La naturaleza y el ambiente

- ¿Cómo presentan las literaturas de distintas culturas los conceptos del tiempo y el espacio?
- ¿Cómo se relacionan la representación del espacio y el manejo del tiempo en una obra literaria?

EJEMPLO de actividades

1. Using Góngora's poem "Mientras por competir con tu cabello", students will research/analyze the meaning of *carpe diem* and discuss how it is exemplified within the poem.

4) *Las relaciones interpersonales*

- a. El amor y el desprecio
 - b. El papel de la mujer (y el hombre)
 - c. La comunicación
 - d. La realidad y el deseo
- ¿Cómo influye el contexto sociocultural en el desarrollo de las relaciones interpersonales?
 - ¿De qué manera se transforma el/la protagonista de una obra a consecuencia de sus relaciones con otros personajes?

EJEMPLO de actividades:

1. Using Rulfo's "No oyes ladrar los perros", students will discuss/analyze the relationship between the father and the son and explain how the point of view of the narrator influences the reader's perception of this relationship in a written essay (followed by class discussion).

5) *La dualidad del ser*

- a. La doble esencia del ser humano
 - b. La espiritualidad y la religión
 - c. La mortalidad e inmortalidad
- ¿Qué preguntas plantea la literatura acerca de la realidad y la fantasía?
 - ¿Cuál es el significado de la vida (personaje, autor) y cómo se relaciona esto con las creencias/ideas en cuanto a la muerte?

EJEMPLO de actividades:

1. In using Borges' poem "Borges y yo", students will analyze/decide the identity of the two individuals described in this essay and relate it to the concept of dual/multiple identities in their own lives.

6) *La creación literaria*

- a. El proceso creativo
 - b. El texto y sus contextos
 - c. *El aspecto universal de la literatura*
- ¿Cómo influye en la experiencia de los lectores la presencia de la literatura misma como tema de una obra literaria?
 - ¿Qué factores motivan a los escritores a crear sus obras literarias?

EJEMPLO de actividades:

1. Using Don Juan Manuel, *Conde Lucanor*, Ejemplo XXXV (“De lo que aconteció a un mozo que caso con una mujer muy fuerte y muy brava”), students will write essay/brief paragraphs where they discuss the cultural practices and/or perspectives revealed in this text.

~COURSE PLANNER ~

August to October (Quarter 1)

Familia y sociedad: Hispanoamérica

El hijo	Quiroga	Uruguay
Mi caballo Mago	Ulibarrí	NM, EU
No oyes ladrar los perros	Rulfo	México
La siesta del martes	García Márquez	Colombia

Familia y sociedad: España

¡Adiós, Cordera!	"Clarín"	España
Las medias rojas	Pardo Bazán	España
Como la vida misma	Montero	España

Lo maravilloso y lo fantástico: Hispanoamérica, Siglos XIX y XX

Borges y yo	Borges	Argentina
El sur	Borges	Argentina
El hombre que se convirtió en perro	Dragún	Argentina
Continuidad de los parques	Cortázar	Argentina
La noche boca arriba	Cortázar	Argentina
Chac Mool	Fuentes	México
Un señor muy viejo con unas alas enormes	García Márquez	Colombia
El ahogado más hermoso del mundo	García Márquez	Colombia
Dos palabras	Allende	Chile

October to December (Quarter 2)

Sociopolítico: Hispanoamérica, Siglo XX

17	Segunda Carta de relación	Cortes	España
18	Vision de los vencidos ~ 2 selecciones Los presagios, según los informantes de Sahagún Se ha perdido el pueblo mexicana	Leon-Portilla, Miguel	México

El teatro

19	El burlador de Sevilla y convidado de piedra	Tirso de Molina	España
20	La casa de Bernarda Alba	Lorca	España
21	*El delantal blanco*	Vodanovic	Chile

La prosa peninsular: del Medioevo hasta al Siglo XX

22	El conde Lucanor (Ejemplo XXXV) Lazarillo de Tormes (Prólogo)	El infante don Juan Manuel	España
23	~Tratados 1,2,3,7	Anónimo	España

24	San Manuel Bueno, mártir El ingenioso don Quijote de la Mancha (Primera parte, cap. 1-5, 8 & 9)	Unamuno	España
25	(Segunda parte, cap. 74)	Cervantes	España
26	"...y no se lo trago la tierra" (2 capítulos) (..yo no se lo trago" & "La noche buena)	Rivera	TX /EU

El romance del Medioevo al siglo XX

27	Romance del rey moro que perdió Alhama	Anónimo	España
28	Prendimiento de Antofñito...	Lorca	España
29	*Muerte de Antofñito el Camborio*	Lorca	España
30	*Romance sonámbulo*	Lorca	España

January to March (Quarter 3)

Amor, tiempo, vida: Poesía del Siglo de Oro

31	En tanto que de rosa y azucena	de la Vega	España
32	Mientras por competir con tu cabello	Argote y Góngora Quevedo y	España
33	Miré los muros de la patria mía	Villegas	España
34	En una tempestad	Heredia	Cuba
35	*Yo soy ardiente, yo soy morena*	Bécquer	España
36	Volverán las oscuras golondrinas	Bécquer	España
37	Nuestra América (ensayo)	Martí	Cuba
38	*Yo soy un hombre sincero*	Martí	Cuba
39	A Roosevelt	Darío	Nicaragua
30	*Lo fatal*	Darío	Nicaragua

El feminismo en la poesía del siglo XVII y siglo XX

31	*En perseguirme, Mundo, ¿qué interesas?*	de la Cruz	México
32	Hombres necios que acusáis	de la Cruz	México
33	*Tú me quieres blanca*	Storni	Argentina
34	Peso ancestral	Storni	Argentina
35	A Julia de Burgos	Burgos	Puerto Rico
36	Mujer Negra	Morejón	Cuba
37	He andado mucho caminos	Machado	España
38	Walking around	Neruda	Chile
39	*Oda a la alcachofa*	Neruda	Chile
40	Balada de los dos abuelos	Guillén	Cuba
41	*Sensemayá*	Guillén	Cuba

these denote ADDITIONAL pieces that will be incorporated into the class (if time allows) in addition to the REQUIRED readings for the AP Literature exam

March to May (Quarter 4)

Prior to their AP Spanish Literature Exam scheduled for May of 2014, the objective for the 4th quarter of the school year will be devoted to review and finishing any literature pieces and begin practice exercises similar to the format of the exam.

Concepts to be reviewed with each literature piece are as follows:

Analysis

- Géneros literarios: obra de teatro, relato, cuento, poema, oda, tragedia, comedia
- Figuras: metáfora, símil, personificación, sinestesia, epíteto, hipérbolo, imagen, símbolo, antítesis, gradación
- Ironía, prefiguración, mensaje, tema, tono
- Narrador, personaje, protagonista, trama, exposición, acción creciente, clímax, desenlace, perspectiva

Composition

- Thematic analysis: compare and contrast (A.P. Exam practices)

Texts: We will be using ***Azulejo: A Study Guide for the New AP Spanish Literature Exam*** from Wayside Publishing to prepare for the AP Examination. This text will provide us with all of the texts until the 20th century, when we will have to purchase additional books and/or readers to complete the reading list.

We will also be using the following 3 texts to help build writing proficiency and grammar concepts, review literary concepts and culture:

Literatura y Arte: Intermediate Spanish 9th Edition from HEINLE Cengage Learning & Hill

Civilización y Cultura: Intermediate Spanish 9th Edition from HEINLE Cengage Learning & Hill

Conversación y Repaso: Intermediate Spanish 9th Edition from HEINLE Cengage Learning & Hill

Materials: For class each day students' will be expected to bring a writing implement, a binder or folder to keep up with your daily materials and your textbooks. Students are expected to write their own "Hoja de Resumen" for each literature piece read in class. The format will change according to the text, as we will summarize each poem differently than a text and/or play. In addition, students will be expected to research each author we read, and summarize their findings in an "Information Biográfica" format given to them in class.

Classroom behavior/conduct: During the first week of our academic school year we will work together to develop a social contract as a guideline for how we will treat each other in the classroom. *It is an expectation to treat everyone in our classroom with respect at all times.*

Tardies: School policy will be followed.

Class preparation: It is each student responsibility to make sure they are prepared for class each day. Any out of class assignments (reading, culture, writing, etc.) that are completed at home are due at the beginning of class. Any homework assignments are to be completed prior to class time to enable each student to participate equally in our **class discussions** and reviews. (i.e. Class Discussions can take the place of an 'open forum', whereby I select a literary piece, a THEME, and a discussion question; students will write down a response, and then partner share, followed by class share)

Maintaining the target language: *It is an expectation and highly encouraged to communicate in the target language during all class meetings.* The AP Spanish Literature course is intended to prepare you for the examination and to foster a high level of proficiency in Spanish. In order to achieve this goal it is necessary for you to appreciate the value of the near immersion experience in the classroom. All students are expected to promote each other's learning through a constant awareness of the need to maintain a learning environment where communication in the target language is both respected and crucial to the success of ALL learners.

Unit plans: I will provide you with a plan/calendar for each unit of study. These outlines will highlight important dates of assignments and their due dates, as well as any test, essay or project due dates. Due dates are subject to change, and these will be announced in class throughout each quarter. I will also communicate with you through email about assignments or to give announcements.

Grading Procedures: Grades will be broken down into the following FOUR categories

Exams (20%): This category includes formal assessments and project based assessments. There will generally be a multiple choice or short/long answer test (similar to the format of the AP literature test) for each unit of study and/or literature piece. Our in class "Presentaciones orales" will also be included in this category. Presentaciones orales will be 'open forum', where a THEME will be selected, with a prompted question. Students will be asked to write a response, and then share response with class.

Essays (40%): This category includes the writing assignments that we will do in preparation for the AP Exam. Written assignments include both formal and informal essays, both in and out of class.

Classwork (20%): This category will cover assignments from our 3-set texts to review grammar, literary concepts and/or culture. These are our "Hoja de Resumen" for both Literary Texts and Poetry. A large part of our preparation for the AP Exam involves building our reading comprehension. Quizzes will be given based on your work with reading materials and listening exercises. Some reading assignments will be completed at home; it is your responsibility to make sure you complete the reading assignment prior to our class discussions.

Journal Writing (20%): A large part of our preparation for the AP Exam involves building our writing abilities. In order to enhance these, we will journal write on prompted essays. These will be typically done in class, and if absent, please make be sure you make up assignment in a timely manner.

CLASS POLICIES:

Grade communication: I recommend checking your grade regularly on Infinite Campus. It will be your responsibility to make certain you are caught up on all assignments before the end of each term.

Absences: You are responsible for making up any work you missed in the event of an absence. If you are absent due to an illness you may make up work upon your return. An absence must be EXCUSED in order to make-up any class work/and or quiz. Any exceptions to this must be discussed with me.

Extra help: If class material is challenging and you are struggling, I am here to help in anyway I can. We will have Spanish tutoring all year after school. Please make sure you take the initiative and speak with me if you need help; you are expected to communicate with me regarding your understanding and grades before the end of each quarter

Honor code: All students are expected to maintain a high level of integrity and ethics in our classroom; this is an expectation, not a suggestion. You are expected to complete your own work, to the best of your ability, at all times. Dishonesty and plagiarism are not acceptable behaviors and will not be tolerated. Punishments for these behaviors are outlined in your student handbook.

As a Final Note:

As you approach class assignments, readings, and other class activities, commit to these and also allow yourself to make mistakes. This class can be extremely rewarding, and challenging all at the same time. Please note that the class will require a fair amount of hard work and dedication, as it is a college level course; nonetheless, it is my hope that after deciding to take on the challenge, you are willing to work hard, ask questions, become involved and participate as often as possible while using the target language. And lastly, be willing to take risks, and accept that by making mistakes you will learn by these.