



C.G.C.C. Course Syllabus



www.cgc.edu/dual

Course: SPA 265

Title: Advanced Spanish I

Semester: Fall 2016

Section: _____

Location: Hamilton High School

Instructor Name and Degrees: Diane Lundahl B.S.Spanish, M.A.Spanish Lit.

Contact Information: Rm E108, (480) 883-5172, lundahl.diane@cusd80.com

Office Hours: Mondays and Wednesdays after school by appointment; conference.

Textbooks: Reflexiones, USA: Pearson, 2013; Momentos Cumbres, Prentice Hall, 2003.

Course Description: Introduction to the study of Spanish and Spanish-American literature. All discussions, oral reports, and written assignments are in Spanish. It is based on a required reading list of 38 titles, which consists of Peninsular and Latin American authors, and revolves around six course themes. The course is taught chronologically in an effort to take into account the effect and influence of history and culture in literature. By studying the texts in chronological order the reader is also better able to appreciate the development and evolution of distinct genres within a national literature. We study the texts as a product of their environment and as a physical manifestation of the predominant culture.

Course Competencies:

1. The students will learn the definition and application of literary terms required to properly analyze all authentic literary texts. Students will read and analyze works of prose, poetry, drama, and construct essays using language appropriate to literary analysis.
2. Describe grammatical constructions such as verb tenses, direct and indirect object pronouns used in the reading selections.
3. Define new vocabulary used in the reading selections, and use the vocabulary in an oral synopsis of the works studied.
4. Compose written analysis of Spanish selections.
5. Practice oral fluency through discussions of literary selections.
6. Describe different types of Spanish and Spanish-American cultures/customs through literature.

The course will focus on the following themes:

- Las sociedades en contacto
- La construcción del género
- El tiempo y el espacio
- Las relaciones interpersonales
- La dualidad del ser
- La creación literaria

All the different periods included on the official list include:

- **Medieval and Golden Age Literature**– The texts reflect dramatic events in Spain’s history, such as the Reconquista, the exploration of America, and the rise and decline of the Spanish Empire. Topics will also raise questions about gender stereotypes and roles. This section provides an introduction to female writer Sor Juana Inés de la Cruz. In addition, the study of sonnets and romances introduces students to the verse form.
- **Nineteenth-Century literature**– Includes authors from Latin America and foreshadows the magical realism that characterizes some Latin American literature in the Twentieth century. Covering Romanticism, Realism, Naturalism and it also introduces “el Modernismo” with Darío.
- **Twentieth-Century literature**– The readings include authors from Spain, Mexico, the Caribbean, the Southern Cone, and Central America. An American writer of Mexican heritage from New Mexico is included. Students are exposed to literary pieces of several women writers and the feminine voice in contemporary literature.

Required Course Materials: Students are required to have a 2 inch binder, which must accompany you every day and include four dividers (1. **Herramientas**, 2. **apuntes y ejemplares sobre Historia, Cultura y Movimientos**, 3. **Esquemas y Anotaciones** y 4. **Campanas y vocabulario**). In addition to this: yellow, green, and pink highlighter colors, a black or blue, and a green ink pen.

Standards and Expectations:

❖ **Listening**

- Class is conducted completely in Spanish during formal and informal activities.
- Students will listen to class lectures, recorded interviews, and discussions for practice of their interpretive communication skills.
- Students will watch Spanish documentaries and movies, which pertain to literary movements, genres, and texts for comprehension.

❖ **Reading, vocabulary and grammar**

- Students will keep a running list of new vocabulary words they encounter as they read, as well as discuss their meanings in class. These vocabulary words include those pertaining to required reading texts, as well as literary terminology necessary for literary analysis and discussion.
- There will be a systematic review of basic points of grammar and verb conjugation and application.
- Works of Spanish literature both required and from outside the A.P. reading list will be read to ensure the ability to comprehend formal/informal register in Spanish, followed by introspective discussion of the material guided by A.P. essential questions. All reading from the required reading list must be annotated for credit.

❖ **Writing**

- Students will write two essays per quarter on topics suggested by A.P. Essays will be 250 words or more and will be graded on the appropriate A.P. Rubric. Essays required will include poetic analysis, textual or comparative analysis. Both essays must be well organized and include discussion of literary terminology as related to their function within the significance of the text. Essays will be an in class timed writing. There will also be several short answer paragraph timed writings throughout the semester.
- There will also be several other guided writing activities to ensure comprehension of assigned material, including literature review pages, comprehension and analysis questions, and notes which must follow the Cornell note taking method. These notes include, but are not limited to: class lectures, presentations, documentaries, movies, internet clips, literary criticism, and authentic material from the reading list.

❖ Speaking

- All speaking and discussion in class must be done in Spanish.
- All students are required to participate in class discussions and Socratic Discussion Circles.
- Students will give four oral presentations (two individual and two group). The student should be ready to answer questions and explain new vocabulary.
- Students will also be required to memorize and recite at least one poem per semester.

❖ Assessments

- Formative assessments include summary charts (esquemas) for all works read which reviews the genre, history, epoch, plot, narration, characters, themes, symbolic and literary elements, and comparisons to other works and authors. In addition to this, students are required to annotate readings and answer comprehension/analysis questions. Students will also be required to practice auditory formatives.
- Students are expected to prepare formal presentations, which analyze the relationships between cultural products, practices, and perspectives found in required texts.
- Summative assessments include: Multiple choice exams for each of the required readings simulating the first section of the AP Spanish Language and Culture Exam, True/False reading quizzes to check for comprehension, short responses, and analytical essays related to required literary texts and cultural material related to course content. All essays will be graded using the current AP Grading Rubrics for the course.
- Students are allowed to test for mastery on every summative assessment provided they make an appointment. Students may not use notes, texts, or any class materials for corrections or re-writes. For multiple choice exams students must justify their new answer. All corrections must be made with a green pen in class. Essays must be re-written in class as well.

Grading Standards:

Students will be graded quarterly on:

Class activities	and
Formatives	40%
Participation	10%
Summative	50%

The semester grade will be comprised of:

First Quarter	40%
Second Quarter	40%
Final Exam	20%

Extra Credit is not available for this class.

Late/Missed Work Policy:

All homework is expected at the beginning of class on the assigned due date. Failure to do so will result in After School Tutoring and a 0 in the grade book until the work is made up. Late work without tutoring will be given 50% of the original point value. ALL late work must be turned in with a parent signed RED SLIP. Absences will have a 00 in the grade book. Please follow the homework calendar handed out weekly and posted on the class website.

Excused absences: You will have the same amount of time you missed from the day you return for full credit.

Cheating/plagiarism:

Copying the work of another person and submitting it as your own, obtaining unauthorized or undocumented material from the Internet or other sources, or securing teacher materials or work in a dishonest or unauthorized way are all considered cheating. Any infraction will result in a zero in the grade book and CUSD District policy will be followed.

RULES

- 📅 Arrive to class on time, be in your seat, and begin bell work.
- 🏠 Respect others, their learning, and property. My classroom is my home, respect it and my guests.
- 🚫 Be an adult about food or gum in the classroom. Throw all trash in the bin.
- 🚫 No spraying perfume, cologne, or any scented spritzer in the classroom. I am allergic and will confiscate.

Cell phones may only be used to support class activities and/or learning. Unless I ask you to use them they must be stored and put away at all times, even during any non-academic periods.

No MP3 players, similar electronic devices, or ear buds will be tolerated. Please have them out of sight at all times during school hours. Follow school policy at all times.

1x: I will take it until 2:14. **2x:** Security will be given the device. **3x:** Referral.

Consequences:

Any disciplinary issues will be conferenced with the student followed by a call home. Repeat offenses will be handled by the grade level administrator. Excessive offenses (3x or more) will be documented as a referral.

Civility Statement: College policy prohibits any conduct, which is harmful, obstructive, disruptive to, or interferes with the educational process... Therefore, the language of any communication between students and instructor or among students shall maintain the level of formality appropriate to any college teaching/learning situation. Excessively informal, rude, or insulting language will not be tolerated. Students who engage in such behavior will be written a formal referral and sent to their grade administrator.

Diversity Statement:

All individuals have a right to an educational environment free from bias, prejudice and bigotry. As members of the Hamilton High School educational community, students are expected to refrain from participating in acts of harassment that are designed to demean another student's race, gender, ethnicity, religious preference, disability or sexual orientation.

AP Herencia Semester I calendar:

Week One	Introducción a temas, géneros y movimientos literarios
Week Two	Prosa y verso del medieval: "El conde Lucanor" y Romances anónimos
Week Three	Siglo XVI Historia del conquistador y los conquistados: Hernán Cortés y Miguel León-Portilla
Week Four	Siglo XVI: El Siglo de Oro y la picaresca: <u>Lazarillo de Tormes</u> Tratados 1 y 2
Week Five	<u>Lazarillo de Tormes</u> Tratados 2 y 3
Week Six	<u>Lazarillo de Tormes</u> Tratados 4-7
Week Seven	Siglo XVII: La parodia de géneros populares: El soneto de Cervantes y <u>Don Quijote de la Mancha</u> (Cap 1-3)
Week Eight	<u>Don Quijote de la Mancha</u> (Capítulos 4,5 y 8)
Week Nine	<u>Don Quijote de la Mancha</u> (Capítulos 9 y 74)
Week Ten	Repaso y Examen de promedio
Weeks Eleven and Twelve	Descanso de otoño El soneto: Garcilazo, Góngora, Quevedo, and Sor Juana
Week Thirteen	El Barroco y el soneto
Week Fourteen	Introducción al <u>El burlador de Sevilla</u> acto 1
Week Fifteen	<u>El burlador de Sevilla</u> acto 2
Week Sixteen	<u>El burlador de Sevilla</u> acto 3
Week Seventeen	Siglo XIX: El Romanticismo: Heredia y Bécquer
Week Eighteen	Siglo XIX tardío: Realismo y Naturalismo: Bazan, "Las medias rojas" y Quiroga, "El hijo"
Week Nineteen	La transición al Siglo XX El Modernismo: "Nuestra América"- José Martí
Week Twenty	El Modernismo: "A Roosevelt" -Rubén Darío
Week Twenty-One	La reacción de la península/Generación del 98: Machado y Unamuno
Week Twenty-Two	Repaso de unidad y examen de semestre Lectura de descanso: "San Manuel Bueno, mártir"- Unamuno

Semester Two

Week One	La reacción de la península/Generación del '98: Unamuno y Jugo, Miguel de, <u>San Manuel Bueno, mártir</u>
Week Two	Unamuno y Jugo, Miguel de, <u>San Manuel Bueno, mártir</u> y Machado, Antonio, "He andado muchos caminos"
Week Three	El Siglo XX La generación del '27: García Lorca, Federico, del <u>Romancero gitano</u> , "Prendimiento de Antoñito el Camborio en el camino de Sevilla" y <u>La casa de Bernarda Alba</u> Acto I
Week Four	Continúa <u>La casa de Bernarda Alba</u> Acto II
Week Five	Continúa <u>La casa de Bernarda Alba</u> Acto III y película "El laberinto del fauno" y Salvador Dalí
Week Six	Neruda, Pablo, Residencia en la Tierra 2, "Walking around" y Guillén, Nicolás, "Balada de los dos abuelos"
Week Seven	El BOOM Latinoamericano: García Márquez, Gabriel, "El ahogado más hermoso del mundo" y "La siesta del martes"
Week Eight	Cortázar, Julio, "La noche boca arriba"
Week Nine	Fuentes, Carlos, "Chac Mool"
Week Ten and Eleven	Descanso de Primavera
Week Twelve	Lo fantástico social e interno: Rulfo "No oyes ladrar los perros"
Week Thirteen	Dragún "El hombre que se convirtió en perro" y Montero "Como la vida misma"
Week Fourteen	Borges "Borges y yo" y "El sur"
Week Fifteen	La palabra de la mujer: Storni "Peso ancestral", Burgos "A Julia de Burgos" y Morrejon "Mujer negra"
Week Sixteen	Allende "Dos palabras"
Week Seventeen	Literatura Chicana: Ulibarri "El caballo mago"
Week Eighteen	Rivera "... y no se lo tragó la tierra" y "La Noche Buena"
Week Nineteen	9 de mayo: AP Spanish Literature and Culture exam Ver "Lady in the Water"
Week Twenty	Recitación y Presentación Personal
Week Twenty-One	Examen final

General Disclaimers: Course content may vary from this outline to meet the needs of this particular group. The student is responsible for the information in the syllabus and any update on the class calendar.