

(Sílabus tradicional)

Survey Of Spanish Literature I - 83898 - SPAN 3362 - 01

(Course is both writing-enhanced & ACE (service learning component))

Professor (*profesora*): Dr. (*la Dra.*) Debra D. Andrist

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Virtual office hrs. via email; face-to-face by appointment

Email generally answered within no more than 24 hours or almost always much less time.

Syllabus in English with some translations due to Texas state legal requirements about access. All syllabi are subject to adaptation by professor at any point for any reason with prior on-line special advisement of students.

GENERAL UNIVERSITY, COLLEGE OF HUMANITIES & SOCIAL SCIENCES AND DEPARTMENT OF FOREIGN LANGUAGES (and Dr. Andrist's) POLICIES & INFO (*PÓLIZAS E INFO*)

(any of the required four policies)

AMERICANS WITH DISABILITIES ACT (ADA),

RELIGIOUS HOLIDAYS

VISITORS IN THE CLASSROOM

ACADEMIC DISHONESTY

<http://www.shsu.edu/syllabus/>

ATTENDANCE

<http://www.shsu.edu/dotAsset/1e59e034-4fe5-4563-be7b-362234dca1ae.pdf>

CLASSROOM RULES OF CONDUCT apply in both the virtual and face-to-face classroom

<http://www.shsu.edu/guidelines/StudentGuidelines2010-2012.pdf>

ADDITIONAL POLICIES SPECIFIC TO THIS CLASS ATTENDANCE/PRESENCIA

Students must be present for the entire class period each Tuesday and Thursday, i.e., for the entire 80 minutes during each class. Absences, late arrivals, early exits or leaving the classroom during class time are docked attendance and participation points. Except in total emergencies, use restroom and/or check email, etc., before or after class, not during.

DEADLINES/PLAZOS

Syllabus assignments must be submitted or presented in class at the time and day of the corresponding class as on the syllabus. No exceptions possibly barring catastrophe, defined by professor as death, hospitalized illness, etc.

Permitting make-up work, granting full or partial credit, etc., are solely at the discretion of the professor according to university guidelines. The student is responsible for communicating directly with professor when s/he is unable to submit required materials on schedule due to catastrophe. If physically possible, students should notify the professor and make arrangements for late assignments before the absence occurs. Excusing the student is at the sole discretion of the professor. If make-up work is permitted--in writing by professor--it is completely the student's responsibility to request and turn in make-up work within one week.

Students are encouraged to "buddy" with other students to get class notes/assignments and/or to arrange for other internet or computer access as necessary. Always refer to your syllabi on the course site on Blackboard first.

TIME & EFFORT COMMITMENT (TIEMPO Y ESFUERZOS)

Be prepared to spend at least six hours a week on this class over the fall semester for your progress, both in class & equal amounts of study time daily.

While I am sympathetic to jobs, child care, etc., other responsibilities on the part of students, it is mandatory to devote a minimum of the above amount of uninterrupted, highly-attentive, time to this course, a language-and-content-acquisition course. Please take the course during another semester if you are not able to devote that amount of time, energy and attention to the course.

TECHNOLOGY (TECNOLOGÍA)

Prepare to do any on-line components of the course before the first day of class. For the technological demands of the course, as in use of Blackboard, do the tutorial. If you have problems with the technological side of the course, immediately contact DELTA, Blackboard and/or Helpline (neither the professor herself nor the peer tutor can help with technology itself).

ADVICE FROM DELTA (CONSEJOS DE DELTA)

“Having problems loading content in your Blackboard courses?”

If you are receiving Java or JSP errors when trying to access content or tools in your Blackboard course *don't panic!* Clear your Internet browser's cache and all will be well.

Instructions for clearing your cache can be found here: <http://www.wikihow.com/Clear-Your-Browser%27s-Cache>

If you need further assistance with this, contact our Support Desk at 936.294.2780/blackboard@shsu.edu

http://distance.shsu.edu/blackboard/how-to/need_help.html

<http://online.shsu.edu/campus/support-desk/>

ADVICE FROM PROFESSOR (CONSEJOS DE LA PROFE)

Do not wait until the last minute, close to the deadline, to print out assignments to bring to class. Give yourself time to get help from blackboard@shsu.edu or 936-294-1950 in case there is an unexpected technological glitch on either your end or that of SHSU. Technological glitches at the last minute are not acceptable excuses for not meeting deadlines. Do not email assignments for any reason.

Do your work in Word 10 so that accents, double-spacing, etc., show up as required. The document « type international characters » in Blackboard documents gives steps for adding accents, tildes, diéresis, etc.

PLAGIARISM (PLAGIO)

Do not plagiarize under any circumstances; quote and/or paraphrase but give credit. Your enrollment in this class constitutes your legal and moral obligation to the honor code. Definition: <http://library.duke.edu/research/plagiarism>

PHILOSOPHY (FILOSOFÍA).

This is a university-level academic undergraduate course with appropriate academic requirements. You earn your grade on that basis. You do not receive university credit for "ethnic or gender consciousness" or even Spanish language ability per se.

INTERACTION (INTERACCIONES)

Respect for others' views and space, not necessarily in agreement with one's own, is required on the part of every participant, including what is expressed, shared, etc., in the course of class interaction. Respect for others in general, particularly in the case of disagreement about class management issues or discussions, is required on the part of every participant. Presentation style is important. Please treat others as you would have them treat you.

GENERAL STUDENT RESPONSIBILITIES

(RESPONSABILIDADES ESTUDIANTILES EN GENERAL)

Prepare for any class, especially on-line aspects of the course BEFORE the first day of class, for the technological demands of the course, as in use of Blackboard. Do the on-line tutorial.

If you have problems with the technological side of the course, immediately follow these instructions (neither the peer tutor nor the professor can help with technology, only content).

You are personally & solely responsible for your activities and work (asking questions or doing homework) in order to meet your personal expectations and desire for success/grade.

You are expected to keep in daily virtual contact with the professor, as well as during face

-to-face class time.

ENRICHMENT ACTIVITIES TO SPEED ALONG YOUR PROGRESS: STUDY TIPS (ACTIVIDADES PARA MEJORAR EL PROGRESO)

General rule of thumb: try to incorporate Spanish into your regular, everyday life as much as possible.

Practice listening and speaking, even though this is a reading and writing course

- speak in Spanish with people who speak Spanish (either as a student or as a native)

- attend cultural events associated with the Hispanic world or Spanish language

Practice listening:

- watch television: news reports, listen to the radio, go to movies or rent videos in Spanish, especially at children's level

Practice reading:

- Buy or borrow books or articles in Spanish, especially at children's level, about your particular interest: cookbooks, medical studies, etc.

Subscribe to, buy or borrow a newspaper or magazine: *Americas*, *Vanidades*, *Buen Hogar*, *Cosmo*, etc.

Practice writing:

- find a Spanish-speaking pen pal: write and receive letters in Spanish

- keep a separate personal journal/diary in Spanish apart from the one required in this course

- write your class notes in Spanish

- write creatively (stories) in Spanish

- Use computer programs which use Spanish

IDEA EVALUATIONS (EVALUACIONES)

Students will complete the official IDEA evaluation towards the end of the session.

ONE IDEA ESSENTIAL OBJECTIVE:

1) Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

TWO IDEA IMPORTANT OBJECTIVES:

- 1) Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures.
- 2) Developing skill in expressing oneself orally or in writing

ACE (SERVICE LEARNING)

See document in Blackboard.

PERFORMANCE CONCERNS (*PREOCUPACIONES ESTUDIANTILES*)

As a teacher, I am committed to facilitating & maximizing each student's performance. Students must be committed to maximizing their own performance, too. This is a dual responsibility.

Please evaluate your personal class progress at least weekly, beginning at the first of the semester, and particularly after your first grade. Take responsibility and action right away! Do not wait until mid-semester and certainly do not wait until late in the semester to act on your concerns. If you are concerned about your progress, please follow this chronological format:

1. Are you personally spending (minimum) equal time in outside-class preparation as you spend in the virtual classroom itself? (Very many students need more preparation time for language acquisition classes; you may personally need more and you may need study-strategy assistance. Ask for help!)
2. Have you contacted the SAM Center about study-skills suggestions/workshops in general?
3. Are you following the suggested syllabus scenarios to incorporate the target language into your life and maximize your experience?
4. Have you contacted the peer tutor and/or the professor to discuss specific actions which will help you improve your performance?
5. Have you arranged virtual study sessions with other students in the class?
6. Have you contacted the Writing Center and scheduled personal tutoring (free)?

GENERAL FACULTY RESPONSABILITIES (*RESPONSABILIDADES DE LA PROFESORA*)

Content but not technology. (*el contenido no la tecnología*)

I intend to post assignments with commentary and/or grades in Blackboard as soon as possible, usually within a week or before so you can use it to avoid repeating errors of form, especially.

COURSE-SPECIFIC EXPLANATIONS (*EXPLICACIONES DEL CURSO ESPECÍFICO*) definition of terms (*definiciones de términos*)

- goals=intended final learning results
- learning units=themes with objectives (leading to accomplishment of results)
- objectives : linguistic/cultural acquisition skills review, practice & applications : read ; speak ; write ; culture
- assessment=evaluation of learning units' objectives=grades

COURSE DESCRIPTION (*DESCRIPCIÓN DEL CURSO*)

SPAN 3362 Survey of Spanish Literature I.

A study of the development of the literature of Spain from the Middle Ages to the 18th century. Various eras, genres, and authors are studied. Prerequisite: Grade of C or better in SPAN 3361 or consent of Chair. Credit 3.

A course also designed to enhance undergraduate students' production skills related to listening, speaking, reading and writing in "standard" Spanish language, as necessary. The course also emphasizes increased general cultural knowledge of, and insights into, the Iberian Peninsula during the various conquests and Spain during the Medieval, Renaissance and especially, Golden Age (Baroque) periods in terms of literature.

DUE TO THIS COURSE'S EMPHASES:

All submissions must be entirely in Spanish, including diacritic marks, etc. Therefore, you must work in *Word*, English (how to get symbols for diacritic marks using keyboard procedures are detailed in the international characters document in Blackboard, e.g., for an accented vowel: control, apostrophe, vowel) or *Word* Spanish version; cut-and-paste into Blackboard

COURSE FORMAT (*FORMA FÍSICA DEL CURSO*)

The class meets in person two days, 80 minutes each, each week. Blackboard will provide the necessary background for learning, but much individual effort on the part of the student is

essential to master the content of the course.

TEXTS (*TEXTOS/LIBROS*)

You will not need to buy any books for this course as there are on-line resources and various documents, URLs, etc., on the Blackboard course site, plus texts on reserve in NGL.

RESOURCES/DOCUMENTS (*RECURSOS*)

- IN BLACKBOARD
- GRAMMAR & SYNTAX: In case you need further explanation for writing purposes: <http://www.spanishdict.com/grammar>

REQUIRED SUPPLIES (*EQUIPAJE*)

- Computer with internet access. Tune up your computer for remote access and for optimal technical performance and Blackboard course site and links
- Copy paper for printing typed assignments
- Pen or pencil and lined notebook paper for notetaking and exercises in class
- 3-ring notebook with lined removable paper for notes and exercises

GENERAL GOALS: results (*METAS GENERALES: resultados*)

1. Awareness and appreciation of cultural, especially literary, production from the Spanish, as in Spain, world(s): vocabulary, grammar, reading, analysis, writing; cultural and literary concepts, perspectives and insights from the Roman conquest through the Golden Age (17th Century)
2. Enhanced personal production skills in Spanish language: listening, speaking, reading and writing, plus cultural knowledge

COURSE OBJECTIVES: activities (*OBJECTIVOS DEL CURSO: actividades*)

1. close-attention-to-detail and critical-thinking listening, speaking, reading, writing and cultural perspective skills; includes visual and audio
2. individual, paired or group work on assignments
3. editing and proofreading skills
4. writing strategies
5. analytical skills

COURSE ASSESSMENT: see grades (*notas*)

EVALUATION/GRADES (Assessment) (*EVALUACIÓN/NOTAS*)

NOTAS=GRADES in English, NOT notes, which are *apuntes* in Spanish)

GRADING SCALE: UNDERGRADUATE = 1000 PTS. 1000-900=A, 899-800=B, 799-700=C, 699-600=D

GRADE COMPONENTS & EXPLANATIONS (*COMPONENTES DE NOTAS Y EXPLICACIONES DE COMPONENTES*)

60 pts.=29 days of attendance during entire class of each scheduled class@2; 1 if arrive late, leave during class or early ; 0 if absent for any reason

From time-to-time, this MAY include: selected days of learning reflections at end of a particular class to be handed in (simple percentage, may not be « made-up » for any reason, grade rubric : +=excellent, check=satisfactory, -=unsatisfactory or lacking). Comment on selected days, briefly at the end of class, filling in the blanks : what i learned today _____. what surprised me today _____. what i still have questions about today _____.
(This is a private communication between student and professor, incidentally.)

40 pts.=2 essays [9 hours of ACE (Academic Community Engagement) participation with Spanish language component]@20

See Blackboard document : ace/service learning/civic engagement volunteer experience

On an individually-negotiated basis, you will complete either a group, or an individual, volunteer activity (especially “*mesa*”) outside class.

MAY NOT BE “MADE-UP” IF YOU ARE ABSENT OR FORGET

According to the National Survey for Students Engagement Annual Report (2002), “Community Engagement provides students with opportunities to synthesize, integrate and apply their knowledge. Such experience makes learning more meaningful and ultimately more useful because what students know becomes part of who they are.” Other research has found that ACE enhances academic performance and has shown to have a significant positive effect on GPA, writing skills, critical thinking skills, and a commitment to community service, self-efficacy and leadership ability.

A few suggested acceptable experiences having to do with Spanish language: volunteering at a blood drive or a medical mission, etc., or chat with/read to a patient or resident (Spanish-speaking) in a hospital or retirement home, etc., tutor in Spanish, etc.

Write in Spanish a maximum-50-word set of bullet-point notes* (sentence fragments) summary of who, what, why, when, where and how for the oral presentations. Include what you learned about the subject, the situation and yourself, plus answering the questions below. Typed, double-spaced. Your “experiences” will be corrected by the professor as you present only; see grading rubrics below. You will present your synopsis to

the class in Spanish but DO NOT READ YOUR NOTES OR TEXT ALOUD. Be prepared to write notes on the board as necessary. MAXIMUM 1 MINUTE.

ACE courses require:

- A minimum of nine documented number of hours of community engagement per student
You will participate in two approved-by-professor, four-five hours each, service learning activities outside of class which are related to the Spanish language/Hispanic culture: tutoring, informal translating or a pre-approved-by-professor activity.
- A link between course objectives and community engagement
Community engagement in this course not only enhances knowledge and skills gleaned from the course content but allow for active use of same to make a difference in our community to improve the quality of life. This experience is designed to make a student see him/herself as a positive force in the world, deepen understanding of the role of citizen of a community, state, country and world—and to set up future and continuing community engagement experiences outside the classroom.

380 pts.=19 individual literary work elements worksheets@20

Due every class day when work is scheduled for discussion

A separate worksheet [empty template in Blackboard; fill in with minimal sentence fragments in Spanish per item per worksheet; print out and bring to class to use for discussion and also to hand-in for credit for each work as indicated on the schedule; 15 pts. for content, 5 pts. for form (spelling, grammar, etc.). Sample in Blackboard

140 pts.=7 theme-based content exams (1 final) (may use readings/video notes and/or worksheets)@20

Multiple-choice and/or true and false facts

250 pts.=25 in-class discussions participation@10

active participation at least once in interactive discussions of CONTENT commentary on each topic question/directive as on the schedule; in Spanish; 5 pts. for participation; plus 10 pts. for appropriate/thoughtful content; plus 5 pts. for few enough errors in Spanish so as not to impede meaning or 2 pts. for errors which partially impede meaning. Sample in Blackboard.

90 pts.= 3 essays@30

Do not submit first drafts; write first draft by Friday@11:30 pm of each week, edit, copy (not attach) & submit to appropriate dropbox no later than the following Monday@8 am

Complete, mechanically-correct sentences in Spanish; 15 pts. for content, plus 10 pts. for few enough errors in Spanish so as not to impede meaning or 5 pts. for errors which partially impede meaning. Sample in Blackboard. See below for further requirements.

40 pts.=1 final essay@45

See above and below for further requirements ; 50 pts. For content, plus 20 for few enough errors in Spanish so as not to impede meaning or 10 pts. for errors which partially impede meaning.

All essays, including final (todos los ensayos incluso el final) must be typed and double-spaced, limited to 90-110 words in Spanish each; be succinct (correct spelling, including accents, grammar, etc.). Each error costs a point; be sure to edit.

All written work should be based on a rough draft in Spanish, then polished with feedback in regards to both format and content, before submission. Do not write in English first and attempt to translate, especially via on-line translation sites. If you choose to get input from someone else (significant other, roommate, colleague in the class), do not have anyone correct errors per se but to indicate errors indicated by underline, highlight, etc., so you can correct them and learn from them.

Read your last corrected essay before submitting the next one. Avoid making the same mistakes in spelling, grammar, etc. from one essay to the next; repetitive errors will be deducted more points each essay.

100 pts.=POTENTIAL EXTRA CREDIT by reading 2017-18 Bearkats Read book (in English), *The Good Food Revolution: Growing Healthy Food, People, and Communities*, by Will Allen,

<http://www.shsu.edu/dept/fye/common-reading-program/>

available for free at Freshman Experience office, 2nd floor ABIV and write 200-word summary essay in (correct) Spanish, complete sentences with 100-word comparative section on like “food”activities in Spain (from class content theme section on food and personal research). See previous syllabus directives about essays.

RUBRICS

	4 EXCELLENT	3 GOOD	2 FAIR	1 POOR
ORGANIZATION	Presentation is effective and presented in a logical	Presentation is effective with a few minor	Presentation is somewhat logical but can be	Presentation lacks organization and logical

	format with a clear beginning, middle and end. There is a clear statement of ideas and smooth transitions. The writer has stated the main idea clearly and has provided relevant details.	problems and is generally logical. The sequencing is logical but incomplete. The main ideas are clear but loosely connected.	confusing at certain points. Ideas are not well connected and lack logical sequence. The main idea is unclear and lacking relevant details.	order. Ideas are not communicated effectively and lack appropriate details. Presentation is inappropriate and distorts the topic.
CONTENT	The main idea is clearly conveyed in a presentation that is relevant and interesting. The student provides evidence of thoughtful input and all details are appropriate. Appropriate vocabulary and functions are used.	The main idea has been conveyed but lacks relevant details to support it. The student usually uses proper vocabulary and appropriate functions.	The main idea is unclear and the details supporting it are irrelevant. The student uses few of the appropriate vocabulary words and functions.	The main idea is unclear and there is no evidence of details to support it. The details that are provided are irrelevant and none of the proper vocabulary or functions is used.
VOCABULARY (VOCABULARIO)	There is a wide range of the vocabulary words used in an accurate manner to convey the main idea.	There is an adequate range of the vocabulary words with some errors in usage.	There is a limited range of vocabulary words used accompanied by inappropriate use and errors.	There is a small range of vocabulary, erroneous usage and translation based errors.
GRAMMAR (GRAMÁTICA)	Grammatical functions are used correctly with very few errors in verb tenses, order, number, agreement, articles, prepositions and pronouns.	Grammatical functions are used adequately with some errors in constructions and with verb tenses, order, number, agreement, articles, prepositions and pronouns.	There are significant mistakes in constructions and with verb tenses, order, number, agreement, articles, prepositions and pronouns that interfere with meaning.	There are frequent errors in usage that distort meaning. Simple sentence construction is lacking as well as knowledge of verb tenses, order, number, agreement, articles, prepositions and pronouns.
SPELLING (DELETRERO U ORTOGRAFÍA) AND MECHANICS (MECÁNICA) (TO INCLUDE COMPONENTS OF INVESTIGATION AND RESEARCH AS APPROPRIATE TO THE ASSIGNMENT)	Spelling, punctuation, and capitalization are generally correct. Citations and paraphrasing are used appropriately as relevant to the assignment.	Spelling, punctuation, and capitalization errors are infrequent. Citations and paraphrasing are generally used appropriately as relevant to the assignment.	There are frequent errors with spelling, punctuation, and capitalization. Citations and paraphrasing are often misused.	Mistakes in spelling, punctuation, and capitalization distort meaning. Citations and paraphrasing are not used appropriately.

WEEKLY SCHEDULE (HORARIO SEMANAL)

<i>Scheduled Meeting Times</i>						
Type	Time	Days	Where	Date Range	Schedule Type	Instructors
Lecture	2:00 pm - 3:20 pm	TR	PIRKLE ENGINEERING TECH CTR 00210C			

PRIMERA SEMANA (FIRST WEEK): INTRODUCCIONES

jueves, 24 de agosto (August 24)

introducciones de los estudiantes

introducción al curso

épocas europeas

conocimiento del país mismo
temas
sílabus visual (tradicional en Blackboard)

SEMANA 2: CONTEXTOS (historia inicial)

martes, 29 de agosto

tarea1

resumen de la historia de la Península por epoca (antes de la clase)

- [1 Introducción](#) primeros cinco párrafos
- o [1.1 De Hispania a España](#) 3 párrafos
- [3 Edad Antigua](#) (todo)
- o [3.1 Pueblos indígenas y colonizaciones históricas](#)
- o [3.2 Hispania cartaginesa](#)
- o [3.3 Hispania romana \(206 a. C.-siglo V\)](#)
- [4 Edad Media](#) (todo)
- o [4.1 Las invasiones bárbaras y el reino visigodo \(siglo V-711\)](#)
 - [4.1.1 La caída del Imperio romano](#)
 - [4.1.2 Las invasiones](#)
 - [4.1.3 Reino visigodo](#)
 - [4.1.4 La conquista musulmana](#)
- o [4.2 Era musulmana](#)
- o [4.3 La Reconquista](#)
 - [4.3.1 Unión de León y Castilla](#)
 - [4.3.2 Crisis bajomedieval](#)
 - [4.3.3 El auge del castellano](#)
- [5 Historia moderna de España \(todo\)](#)
- o [5.1 Conquista de las islas Canarias](#)
- o [5.2 Imperio español](#)
 - [5.2.1 Siglo de Oro](#)
- (video) Introduction to Spanish Literature—in Spanish with English Subtitles (49:00)
Characterized by expressions of individuality, *popularismo*, criticism, stoicism, humor, piety, and dignity, the literature of Spain spans ten centuries, includes some of history's most significant writers, and contains landmark works of every major literary genre. This program provides an overview of Iberian history as it relates to Spanish literature. The formation of regional tongues and their importance in the cultural life of Spain are discussed, with an emphasis on the three languages that, apart from Castilian, are most in evidence today: Catalan, Gallego, and Basque, or Euskera. Dramatic readings include excerpts from Rosalía de Castro's *Cantares Gallegos*, Miguel de Unamuno's "Alma Vasca," Salvador Espru's *La Piel de Toro*, and Eduardo Pondal's "Yo Nací en la Pequeña Ponteceso." A Films for the Humanities & Sciences Production. (Spanish with burned-in English subtitles, 50 minutes)
 - Item Number: 34331

discusión 1: ¿Por qué es importante tener algún conocimiento de la historia sociopolítica de España para poder estudiar la literatura

jueves, 31 de agosto

tarea 2

documento por Andrist en Blackboard: escritores--hispanoromano, visigodo, árabe, judío

examen 1

discusión 2: ¿Cuáles son las características que los primeros escritores en la Península Ibérica?

SEMANA 3: LA EDAD MEDIA (características)

martes, 5 de septiembre

tarea 3

<http://html.rincondelvago.com/edad-media-en-espana.html>

(video) The Middle Ages: From Anonymity to Authorship—in Spanish with English Subtitles (49:00)

The 13th and 14th centuries saw a remarkable cultural flowering under Alfonso X and the appearance of Spain's first important literary achievements. In this program, leading scholars compare and contrast the writings of the masters of the late Middle Ages, whose works gave rise to some of Spain's most memorable heroes. Dramatic readings include excerpts from the anonymously written *Cantar de Mio Cid*, Alfonso el Sabio's *Cantigas de Santa María* and *Siete Partidas*, Gonzalo de Berceo's *Milagros de Nuestra Señora*, Rabbi Sem Tob's *Proverbios Morales*, and Juan Manuel's *El Libro de los Estados* and *El Conde Lucanor*. A Films for the Humanities & Sciences Production. (Spanish with burned-in English subtitles, 50 minutes)

Item Number: 34332

noticia 13

discusión 3: ¿Cuáles son las características de la Edad Media?

jueves, 7-9

tarea 4 : *El cantar de mio Cid* (**elementos 1**)

https://es.wikipedia.org/wiki/Cantar_de_mio_Cid

discusión 4: ¿Cuáles son las características de la epopeya, específicamente la española?

SEMANA 4 : LO PICAresco (características)

12-9

tarea 5

<http://ezproxy.shsu.edu/login?url=http://digital.films.com/PortalPlaylists.aspx?aid=7381&xtid=10677>

<http://digital.films.com/PortalViewVideo.aspx?xtid=161&psid=0&sid=0&State=&IsSearch=Y&parentSeriesID=&tScript=0>

discusión 5: ¿Cuáles son las características del picaresco?

14-9

tarea 6

Lazarillo de Tormes (**elementos 2**)

<http://digital.films.com/PortalViewVideo.aspx?xtid=34765&psid=0&sid=0&State=&IsSearch=Y&parentSeriesID=&tScript=0>

discusión 6: ¿Cuáles son las características más sobresalientes del picaresco en general?

SEMANA 5

19-9

tarea 7: Berceo

https://es.wikipedia.org/wiki/Gonzalo_de_Berceo

https://es.wikipedia.org/wiki/Milagros_de_Nuestra_Se%C3%B1ora (elementos 3)

discusión 7: ¿Cuáles son las características más sobresalientes de la poesía temprana en general?

21-9

tarea 8: Don Juan Manuel

https://es.wikipedia.org/wiki/Don_Juan_Manuel

https://es.wikipedia.org/wiki/El_conde_Lucanor (elementos 4)

discusión 8: ¿Cuáles son las características más sobresalientes de la prosa temprana en general?

ACE plans due

SEMANA 6

26-9

tarea 9: Alfonso el Sabio

https://es.wikipedia.org/wiki/Alfonso_X_de_Castilla

https://es.wikipedia.org/wiki/Siete_Partidas (elementos 5)

discusión 9: ¿Cuáles eran las características de la obra por Alfonso X?

examen 2

28-9 (WSSA)

EL RENACIMIENTO (características)

Tarea 10

http://html.rincondelvago.com/renacimiento-en-espana_2.htm

(video) The Renaissance: From Courtly Tradition to Loco Amor—in Spanish with English Subtitles (49:00)

Despite the dampening effects of the Inquisition and the Counter-Reformation, the Renaissance gave a powerful impetus to learning and experimentation—and in the process ensconced Castilian as the language of choice for both poetry and prose. In this program, renowned experts place the masters of the Renaissance within the context of their times. Dramatic readings include excerpts from Fernando de Rojas's *La Celestina*, Juan Alfonso de Baena's *Cancionero de Baena*, the Marqués de Santillana's *Diálogo de Bias Contra Fortuna*, Jorge Manrique's *Coplas a la Muerte del Maestre Don Rodrigo*, and selected *romanceros*. A Films for the Humanities & Sciences Production. (Spanish with burned-in English subtitles, 50 minutes)

Item Number: 34333

ensayo 1: ¿Cuáles eran las características deL Renacimiento?

SEMANA 7 :

3 de octubre

tarea 11: *la Tragicomedia de Calisto y Melibea (La Celestina)* (elementos 6)

https://es.wikipedia.org/wiki/La_Celestina

<http://digital.films.com/PortalViewVideo.aspx?xtid=29156>

examen 3

discusión 11: ¿Por qué es *La Celestina* el apodo de esta obra y por qué es tan importante el papel de esta personaje?

5-10 (WSSA)

Peace Corps presentation

SEMANA 8

10-10: LOS MÍSTICOS

tarea 12

Fray Luis de León (**elementos 7**)

https://es.wikipedia.org/wiki/Luis_de_Le%C3%B3n

San Juan de la Cruz (**elementos 8**)

https://es.wikipedia.org/wiki/Juan_de_la_Cruz

Santa Teresa de Ávila (**elementos 9**)

https://es.wikipedia.org/wiki/Teresa_de_Jes%C3%BAs

discusión 12: ¿Cuáles son las características más sobresalientes de los místicos?

12-10: EL BARROCO (EL SIGLO DE ORO) (características)

Lectura 13

http://html.rincondelvago.com/barroco-en-espana_1.html

(video) The Siglo de Oro Begins: Pícaros and Mystics—in Spanish with English Subtitles (48:00)

At the onset of Spain's Golden Age, the genres of pastoral fiction and mystic poetry attained their fullest expression while the picaresque story made its bracing debut. In this program, respected authorities scrutinize the lives and works of those who paved the way for Cervantes, Vega, and Góngora. Dramatic readings include excerpts from the anonymously written *Lazarillo de Tormes*, Mateo Alemán's *Guzmán de Alfarache*, Jorge Montemayor's *Los Siete Libros de la Diana*, and poems from Fray Luis de León and San Juan de la Cruz. A Films for the Humanities & Sciences Production. (Spanish with burned-in English subtitles, 50 minutes)

Item Number: 34334

(video) El Siglo de Oro empieza

[https://ezproxy.shsu.edu/login?url=http://digital.films.com/PortalPlaylists.aspx?aid=7381&xtid=30148:](https://ezproxy.shsu.edu/login?url=http://digital.films.com/PortalPlaylists.aspx?aid=7381&xtid=30148)

(video) El apogeo del Siglo de Oro

<https://ezproxy.shsu.edu/login?url=http://digital.films.com/PortalPlaylists.aspx?aid=7381&xtid=30149>

discusión 12: ¿Cuáles son las características más sobresalientes del Barroco?

Examen 4

SEMANA 9: LOS VARIOS (SUB) GÉNEROS

17-10

Tarea 14

Las pastoriles, moriscas y bizantinas y Cervantes

http://html.rincondelvago.com/novela-pastoril-morisca-y-bizantina_miguel-de-cervantes.html

las caballerescas

https://es.wikipedia.org/wiki/Novela_caballeresca

discusión 14: ¿Cuáles son las características de las varias obras pastoriles, moriscas, bizantinas y las caballerías?

19-10: **DON QUIXOTE (elementos 10)**

Tarea 15

(video) *Don Quixote : Legacy of a Classic*

<https://ezproxy.shsu.edu/login?url=http://digital.films.com/PortalPlaylists.aspx?aid=7381&xtid=7504>

(video) *Las cinco aventuras de Don Quixote*

<https://ezproxy.shsu.edu/login?url=http://digital.films.com/PortalPlaylists.aspx?aid=7381&xtid=38969>

discusión 15: ¿Cuáles son unos aspectos que parecen ser fantásticos v. unos reales en la vida de Don Quixote?

Examen 5

SEMANA 10

24-10

Tarea 16

Andrist : ensayo en Blackboard sobre los cuentos intercalados en *DQ*

López : ensayo en Blackboard sobre las adaptaciones de *DQ* para los niños

Interpretaciones (por mal entendimiento del contexto) de *DQ*

(video)

<http://www.bing.com/videos/watch/video/man-of-la-mancha-1972-i-don-quixote/e061931c6bfa25a91e07e061931c6bfa25a91e07-913630036876?q=Don%20Quixote>

<http://www.imdb.com/title/tt0068909/>

discusión 16: ¿Por qué representa *DQ* un cambio literario en la literatura del Occidente?

26-10

Tarea 17 (video) Teatro del Siglo de Oro (características)

<http://teatrosiglodeoro.bne.es/es/Presentacion/>

discusión 17: ¿Cuáles son las características de la Comedia?

28-10

tarea 18 : Calderón de la Barca

<http://literatura.rincondelvago.com/autores/Calder%C3%B3n-de-la-Barca>

(video) Pedro Calderón de la Barca

<https://ezproxy.shsu.edu/login?url=http://digital.films.com/PortalPlaylists.aspx?aid=7381&xtid=34764>

(video) La vida es sueño (**elementos 11**)

<https://ezproxy.shsu.edu/login?url=http://digital.films.com/PortalPlaylists.aspx?aid=7381&xtid=5230>

discusión 18: ¿Cuál es la relación de Calderón de la Barca al Barroco?

1st ACE report due

SEMANA 11

31-10

ensayo 2: ¿Cuáles son las características del Barroco?

2-11

tarea 19 : Tirso de Molina

http://bib.cervantesvirtual.com/bib_autor/tirso/pcuartonivel.jsp?autor=tirso&conten=autor&tit2=El+autor&tit3=Biograf%EDa

(video) *El burlador de Sevilla* (elementos 12)

<https://ezproxy.shsu.edu/login?url=http://digital.films.com/PortalPlaylists.aspx?aid=7381&xtid=956>

<http://digital.films.com/PortalViewVideo.aspx?xtid=956&psid=0&sid=0&State=&IsSearch=Y&parentSeriesID=&tScript=0>

discusión 19: ¿Cuáles son las diferencias entre esta comedia por Calderón y la por Tirso?

SEMANA 12: CULTERANISMO/GONGORISMO V. CONCEPTISMO (características)

7-11

Lectura 20 : Góngora (elementos 13)

<http://html.rincondelvago.com/luis-de-gongora.html>

[http://www.poetaspoemas.com/luis-de-gongora-y-argote/la-brevedad-de-las-cosas-humanas\(elementos\)](http://www.poetaspoemas.com/luis-de-gongora-y-argote/la-brevedad-de-las-cosas-humanas(elementos))

discusión 20: ¿Cuáles son las características del gongorismo?

9-11

BearKats Read luncheon noon, free with prior reservation

Tarea 21: Quevedo (elementos 14)

http://bib.cervantesvirtual.com/bib_autor/quevedo/pcuartonivel.jsp?conten=autor

[http://html.rincondelvago.com/el-buscon_francisco-de-quevedo_3.html\(elementos\)](http://html.rincondelvago.com/el-buscon_francisco-de-quevedo_3.html(elementos))

discusión 21: ¿Cuáles son las características del conceptismo?

Examen 6

SEMANA 13: DESENGAÑO, DESEO Y VIOLENCIA (características)

14-11

tarea 22 : Lope de Vega

http://html.rincondelvago.com/lope-de-vega_3.html

(video) *Lope de Vega Carpio*

<https://ezproxy.shsu.edu/login?url=http://digital.films.com/PortalPlaylists.aspx?aid=7381&xtid=32980>

discusión 22: ¿Cuál es el papel de la violencia en esta obra?

16-11

Tarea 23 (video) *Fuenteovejuna* (elementos 15)

<https://ezproxy.shsu.edu/login?url=http://digital.films.com/PortalPlaylists.aspx?aid=7381&xtid=164>

<http://digital.films.com/PortalViewVideo.aspx?xtid=164&psid=0&sid=0&State=&IsSearch=Y&parentSeriesID=&tScript=0>

discusión 23: ¿Cuál es el papel de la violencia en esta obra?

SEMANA 14: DESENGAÑO, DESEO Y DIVERSIÓN (características)

21-11

Tarea 24 : Lope : *El perro del hortelano* (**elementos 16**)

<http://w3.coh.arizona.edu/projects/comedia/lope/perrdh.html>

discusión 24: ¿Cuál es el papel de la violencia o la falta de violencia en esta obra?

IDEA EVALUATION EN LÍNEA

23-11 THANKSGIVING: NO CLASS

SEMANA 15

28-11

tarea 25 : Lope : *La dama boba* (**elementos 17**)

<http://www.comedias.org/lope/dambob.pdf>

<http://digital.films.com/PortalViewVideo.aspx?xtid=37292&psid=0&sid=0&State=&IsSearch=N&parentSeriesID=&tScript=0>

discusión 25: ¿Qué tienen en común estas dos comedias por Lope?

30-11

tarea 26: Calderón : *La dama duende* (**elementos 18**)

<http://www.trinity.edu/mstroud/comedia/phantom1.html>

<http://www.youtube.com/watch?v=VXHrMscscNg>

discusión 26: ¿Qué tienen en común las últimas tres comedias por Lope y Calderón?

2nd ACE report due

Hispanic experience 5 due

SEMANA 16

EXAMEN FINAL

FINAL EXAM

02:00 p.m. - 02:50 p.m.	Tu, Th, TuTh	Tuesday, December 5, 2017	03:30 p.m. - 05:30 p.m.
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Tarea 27: Tirso: *Don Gil* (**elementos 19**)

<http://w3.coh.arizona.edu/projects/comedia/tirso/dongil.html>

Andrist, Blackboard article, *Deceit Plus Desire=Diversion*

Examen Final (7)

ensayo 3 escrito en clase sobre los personajes masculinos v. las femeninas en las comedias violentas v. las cómicas