



C.G.C.C. Course Syllabus



www.cgc.edu/dual

Course: SPA 265 and SPA 266

Title: Advanced Spanish I

Semester: Fall 2019 and Spring 2020

Section: Fall 23333/ Spring 18860

Location: Hamilton High School Rm E214

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

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For access to Infinite Campus please use the following link:

<https://campus.cusd80.com/campus/portal/chandler.jsp>

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

Textbooks: Azulejo, USA: Wayside Publishing, 2012

Course Description: Introduction to the study of Spanish and Spanish-American literature, attendance and instruction is in person. 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. 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. Analyze the effect of grammatical constructions 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 four types of written analysis of Spanish selections.
5. Practice oral fluency through discussions of literary selections.
6. Describe different types of Spanish and Spanish-American products, practices, and perspectives through literature.

The course will focus discussions on the following **6** themes and their associated contexts:

- **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, the Counterreformation, and the rise and decline of the Spanish Empire. Topics will also raise questions about gender stereotypes and roles. In addition, the study of classical plays, 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. **Sílabo y Herramientas**, 2. **Campanas** 3. apuntes y ejemplares sobre **Historia, Cultura y Movimientos**, 3. **Esquemas** 4. **Mis Escrituras**. In addition to this: sticky tabs, yellow, green, and pink highlighter colors, a black or blue, and a green ink pen.

Standards and Expectations: All hinging upon Communication (interpersonal, interpretive, and presentational), Cultures, Connections, Comparisons, and Communities.

❖ **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.
- 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 four formal writings per quarter on topics suggested by A.P. These writing will vary from well-developed and organized paragraphs to formal essays. All will be graded on the appropriate A.P. Rubric. Tasks will include poetic analysis, textual or comparative analysis. All writings 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.

Sample Teaching Strategies and Student Assessment:

Fictional debates, Dramatic representation of works (by students), Socratic discussions, Group and individual "esquemas", visual aids, student presentations (poetry, historical / cultural, etc.), film clips (which supplement but do not replace reading), native audio recordings of poems, read by the author when available, popular Spanish music (for identifying themes, movements, genres, historical/cultural context, rhetorical language), and recordings of class lectures.

***THIS CLASS DOES NOT PARTICIPATE IN EXTRA CREDIT OR THE AP CURVE.

THERE IS NO GRADE ADJUSTMENT BASED ON AP EXAM SCORES OR ROUNDING OF GRADES***

Grading Standards:

Students will be graded quarterly on:

Formatives	30%
Participation	10%
Summatives	60%

The semester grade will be comprised of:

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

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. Unexcused 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 or GREEN SLIP.** Absences will have a 00 in the grade book. Please follow the homework calendar handed out weekly.

Absences? You will have an assigned absence buddy who will fill out an orange form with missed work and handouts. Look in the group bin for your missed work upon your return. Please do not interrupt class to request missed work from me before checking with your group. You must attach a green slip with a parent signature before submitting late work into the RED late work folders on the wall. **Excused absences:** You will have the same amount of time you missed from the day you return for full credit, before the late work policy is applied to you. **All late assignments will be given a zero until receipt.**

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. Referrals will be written and district policy will be followed. Please ask for help if you need it, I am happy to help; do not be tempted to cheat. Use the Testing for Mastery Policy.

Testing for Mastery- Students will be allowed to make test corrections by appointment prior to the end of the next unit. You may improve your test grade by mastering the material on your second attempt. You will be given a green pen to make corrections along with your original exam. It is not a retake, for each corrected test item you will receive half of its original value. All corrections must be done in class on your own time (conference or after school). You must study, you may not use resources.

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.

Information for Students with Academic Adjustment Needs:

- If you have a documented disability (as protected by The Americans with Disability Act Amendment Act), please contact Disability Resources & Services Office.
- If you are pregnant or parenting (as protected under Title IX) and would like to discuss possible academic adjustments, please contact Disability Resources & Services Office.

If you are experiencing difficulty accessing course materials because of a disability, please contact your instructor and the Disability Resources & Services Office. All students should have equal access to course materials and technology.

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.

Cell Phones and Electronic Devices:

Trust is an essential part of learning to master a language. Due to the recording nature of cellular devices and the resulting threat of harassment or bullying, cell phones may only be used when prompted, in order to support class activities and/or learning. Unless I ask you to use them, cell phones must be stored in the group basket or put away at all times, even during any non-academic periods such as conference. No electronic devices or ear buds will be tolerated. Any use outside of these purposes results in the following policy.

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

RULES:

Be on time and be productive.

Accept your responsibility in the learning process;

Feel free to make mistakes. Cheating or copying is not worth a written referral.

Stay on task and on topic

Improve your surroundings; no profanity

Consume water only; no food, gum, or other beverages

Consequences:

Any disciplinary issues will be conferenced with the student followed by a call home. Repeat offenses will be documented in writing and followed by a call home. Excessive offenses (3x or more) will be documented as a written referral and followed up with administration.

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	El soneto: Garcilazo, Góngora, Quevedo, and Sor Juana
Week Four	Siglo XVI Historia del conquistador y los conquistados: Hernán Cortés y Miguel León-Portilla
Week Five	Siglo XVI: El Siglo de Oro y la picaresca: <u>Lazarillo de Tormes</u> Tratados 1 y 2
Week Six	<u>Lazarillo de Tormes</u> Tratados 2 y 3
Week Seven	<u>Lazarillo de Tormes</u> Tratados 4-7
Week Eight	Siglo XVII: La parodia de géneros populares: El soneto de Cervantes y <u>Don Quijote de la Mancha</u> (Cap 1-3)
Week Nine	<u>Don Quijote de la Mancha</u> (Capítulos 4,5 y 8)
Week Ten	<u>Don Quijote de la Mancha</u> (Capítulos 9 y 74)
Projects	<input type="checkbox"/> Research and group presentations of literary epochs and movements <input type="checkbox"/> Advice column for <u>El conde Lucanor</u> <input type="checkbox"/> Find a Romance to memorize and present to class <input type="checkbox"/> Group presentation of an episode in Lazarillo's life include a song, a piece of art, a summary, decode the hidden message, and vocabulary. <input type="checkbox"/> Coat of arms
Weeks Eleven and Twelve	Descanso de otoño
Week Thirteen	El arte nuevo de hacer teatro Introducción al <u>El burlador de Sevilla</u> acto 1- Tirso de Molina
Week Fourteen	<u>El burlador de Sevilla</u> acto 2
Week Fifteen	<u>El burlador de Sevilla</u> acto 3
Week Sixteen	Siglo XIX: El Romanticismo: "En una tempestad"- Heredia
Week Seventeen	"Rima LIII"- Bécquer y transición al Realismo de Bazán
Week Eighteen	Siglo XIX tardío: Realismo y Naturalismo: Bazán, "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: Unamuno y Jugo, Miguel de, <u>San Manuel Bueno, mártir</u> y Machado, Antonio, "He andado muchos caminos"
Week Twenty-Two	Repaso de unidad y examen de semestre Lectura de descanso: "San Manuel Bueno, mártir"- Unamuno
Projects	<input type="checkbox"/> Take the stage: memorize and represent 30 verses from "Burlador..." <input type="checkbox"/> Found poem from "Nuestra America"

General Disclaimers: Course content may vary from this outline.

Semester Two

Week One	La reacción de la península/Generación del '98: Unamuno y Jugo, Miguel de, <u>San Manuel Bueno, mártir</u> y Machado, Antonio, "He andado muchos caminos"
Week Two	El Siglo XX: Guillén, Nicolás, "Balada de los dos abuelos" y Neruda, Pablo, Residencia en la Tierra 2, "Walking around"
Week Three	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	El BOOM Latinoamericano: Lo fantástico social e interno Rulfo "No oyes ladrar los perros" y García Márquez, Gabriel, "La siesta del martes"
Week Seven	García Márquez, Gabriel, "El ahogado más hermoso del mundo"
Week Eight	Cortázar, Julio, "La noche boca arriba"
Week Nine	Fuentes, Carlos, "Chac Mool"
Projects	<input type="checkbox"/> Lápida de Adela <input type="checkbox"/> Homenaje a Chac Mool- un poema
Week Ten and Eleven	Descanso de Primavera
Week Twelve	Borges, Jorge Luis, "Borges y yo" y "El sur"
Week Thirteen	Dragún, Osvaldo, "El hombre que se convirtió en perro"
Week Fourteen	La palabra de la mujer: Storni "Peso ancestral", Burgos "A Julia de Burgos" y Morrejon "Mujer negra"
Week Fifteen	Isabel, Allende, "Dos palabras" y Montero, Rosa, "Como la vida misma"
Week Sixteen	Literatura Chicana: Ulibarri "El caballo mago"
Week Seventeen	Rivera "... y no se lo tragó la tierra" y "La Noche Buena"
Week Eighteen *	Jueves 7 de mayo: AP Spanish Literature & Culture Exam A.M. La retórica en el mundo actual y trabajar "Proyecto meme"
Week Nineteen	Análisis de otros poemas de https://www.poemas-del-alma.com/
Week Twenty	Recitación y Presentación Personal de poema elegido
Week Twenty-One	Examen final
Projects	<input type="checkbox"/> Mi desdoblamiento- an interpretive project (music, art, performance, sculpture, short story, poetry or dance) <input type="checkbox"/> Research and presentation of marginalized cultures in Spain and Latin America <input type="checkbox"/> Produce a meme for an AP piece of literature <input type="checkbox"/> Memorize and present another work by an AP author/poet

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LA GRAN PROMESA:

I have read the AP Spanish Literature and Culture syllabus, and I understand and accept the concepts and requirements outlined. *I also understand that the course may vary from the outline.*

Yo prometo usar español y solamente español durante el plazo de esta clase y hacer todas las lecturas para mejorar mi español a un nivel académico. Prometo mantener la madurez y seriedad apropiada para un curso universitario. Entiendo que estoy entrando a un salón con una comunidad diversa, comprometido con el respeto mutuo y una perspectiva global.

Student Name (Print) _____ AP or DUAL

(circle one) Student signature

Student E-Mail Address (Please print!) _____

Anything you feel I should know about you that would aid your success in this class.

Yo como padre/madre de _____ prometo apoyar a mi alumno en sus estudios de español y apoyarle en sus lecturas y tareas en casa siempre y cuando sea posible.

As long as it is within the limits of my abilities, as a parent of _____, I promise to support his/her Spanish studies, and provide the environment necessary for his/her readings and homework.

Parent/Guardian Name (Print) _____

Parent/Guardian Signature _____

Best Phone Number to reach you _____

Parent E-Mail Address (Please print!) _____

Anything you feel I should know about your students that would aid their success in this class.

