

CENTER FOR INTERNATIONAL PROGRAMS AND SUSTAINABILITY STUDIES

Name of the course: Selected Topics in Spanish Literature

Course code: SPN 4330

Total number of hours: 48 hours

Course Description:

The student acquires a general vision of Spanish literature from its beginnings to the first half of contemporary literature (20th century). In addition, he becomes familiar with a general overview of each period in which Spanish literature has been divided, as well as its main characteristics. The most representative texts of the exponents of each period are also studied.

This course answers the question How can the student of Spanish as a second language acquire a chronological perspective of the development of Spanish literature from its beginnings until the beginning of the 20th century and recognize its main representatives?

The following skills will be promoted throughout the course:

- Ability to understand literary texts from different eras of Spanish literature.
- Ability to recognize the characteristics of each literary movement studied.
- Ability to locate literary works and their representatives over time.
- Ability to comment on universal themes present in the texts.

Some of the values and attitudes to be promoted among students are:

- Teamwork and leadership
- Systems thinking
- Logical and communicative intelligence
- Interest in solving problems
- Interest in learning to learn

Competences, criteria and evidence

Competences for Veritas University are thoughtful and comprehensive actions that respond to the professional profile and the context's problems, with suitability and ethical commitment, integrating knowing how to be, how to do, and how to learn, within an improvement perspective.

Disciplinary and general competences are presented below, linked to their criteria and performance evidence for this course.

Types of competences	Performance criteria (Sub-competences)	Performance evidences
<p>Disciplinary</p> <p>Values the readings according to their historical location by recognizing characteristics, themes and styles to develop a panoramic understanding of Spanish literature up to the 20th century.</p>	<ul style="list-style-type: none"> ❖ Recognizes the characteristics of texts according to their historical location. ❖ Understands the variety of themes present in the texts according to their literary era. ❖ Investigate the authors and about historical contexts in the texts read 	<p>Guided reading activities.</p> <p>Class participation.</p> <p>Guided readings or technical reports.</p> <p>Oral presentations.</p>
<p>General</p>		
<p>To integrate the knowledge, skills and attitudes needed to learn continuously throughout life considering effective development in the knowledge society.</p>	<p>Learning to Learn</p>	<p>Final project</p>
<p>To develop the knowledge, skills and attitudes needed to learn how to communicate orally and in writing in the different discipline areas that make up the curriculum.</p>	<p>Communicate disciplinary thoughts in oral, iconic and written form.</p>	<p>Guided readings</p>
<p>Integrates the knowledge, skills and attitudes needed to learn teamwork and leadership techniques.</p>	<p>Teamwork and leadership</p>	<p>Socio drama</p>

Integrates the knowledge, skills and attitudes needed to learn interpersonal communication techniques.	Relating well with others Manage and resolve conflicts. How to negotiate knowing how to inspire trust and empathy Speak responsibly In depth listening	Text commentaries
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Contents:

Topic 1: Medieval Period

- a) Cantar de gesta – El mío Cid.
- b) Clerecía – Gonzalo de Bercero.
- c) Exemplary literature: Don Juan Manuel, Juan Ruiz and Arcipreste de Hita.

Topic 2: The romances

- a) Márquez de Santillana, Juan de Mena and Jorge Manrique

Topic 3: The Renaissance - characteristics

- a) La Celestina
- b) The mystical poets - Santa Teresa de Ávila, San Juan de la Cruz and Fray Luis de León.
- c) Lyrical: The pastoral theme.
- d) Prose: The picaresque novel - EL Lazarillo de Tormes.
- e) Creation of the Spanish Theater:
 - Garcilazo de la Vega
 - Lope de Vega
 - Tirso de Molina
 - Juan Ruiz de Alarcón
- f) Miguel de Cervantes:
 - Theaters: El entremés
 - Las novelas ejemplares

Topic 4: Baroque period

- a) General characteristics
 - Francisco de Quevedo
 - Calderón de la Barca

Topic 5: Romanticism period

- a) Main topics
- b) Europeanization of Spain

- José de Espronceda
- Gustavo Adolfo Bécquer
- Fernán Caballero
- Emilia Pardo Bazán

Topic 6: Realism:

a) Characteristics:

- Benito Pérez Galdós
- Vicente Blasco Ibáñez

Topic 7: Generation of 98

a) Main topics

- Miguel de Unamuno
- Antonio Machado / Manuel Machado
- Pío Baroja

Topic 8: Modernism

a) Main topics

b) Influence of Hispanic America (Rubén Darío)

- Ramón María del Valle-Inclán
- Juan Ramón Jiménez

Topic 9: Contemporary Literature

a) Main topics

b) Surrealism

- Gabriel Miró
- Federico García Lorca (Canciones, Romancero Gitano)
- Rafael Alberti
- Vicente Aleixandre

Methodological orientation

The course will focus on the chronological presentation of the different stages in the development of Spanish literature; In addition, it will study the characteristics of the literary movements to which the texts read in class belong.

The use of language -which includes learning- includes the actions carried out by people who, as individuals and as social agents, develop a series of competences, both general and linguistic communicative competences, in particular. People use skills that are available to them in different contexts and under different conditions and restrictions, in order to carry out language activities that involve processes to produce and receive texts related to topics in specific areas, putting into play strategies that seem most appropriate to carry out the tasks they have to perform. The control that the participants have over these produces the reinforcement or modification of their competences. (CEFR, chap. 2, p. 9)

Learning strategies

The following learning strategies will be performed for the student:

- Reading of literary texts selected from each period of Spanish literature.
- Oral presentations on the authors and their historical contexts
- Research project on the most important literary movements in the development of Spanish literature.
- Final project on a contemporary literary text.

Teaching resources

For the good development of the course and to ensure learning, there is a collection of updated bibliographical recommendations, multimedia equipment for the individual presentations, furniture and acrylic slates for the weekly sessions, and readings supplied by the professor that can be a complement for the proposed project activities, as well as the different didactic techniques mentioned that give students a greater possibility of appropriating knowledge. Most lessons will take place in the classroom.

During independent work hours students will be able to use the institution's library, the study rooms or the computer laboratories, as well as any other areas in the university campus, since it has free access wireless Internet for all students, professors and staff.

Evaluation of learning

Competence assessment is the process by which evidence is gathered and a judgment or opinion about it is formed, taking into account preset criteria to give feedback in order to improve the suitability of the course or program. Evaluation of the course, must be consistent with the competences and the teaching methodology. For each category of evaluation there is a rubric, that, although it gives a score, is a quantitative and qualitative description of the student's performance. Rubrics include performance criteria for general and disciplinary competencies.

RUBRICS	WEIGHTING
6 Reading reports	30%
3 presentations	25 %
1 socio drama	10 %
1 final project	15 %
Guided readings	20%
TOTAL POINTS	100 %

Rubric to evaluate written and oral presentations:

Presents a text commentary that shows the reading, comprehension and consequent analysis in a detailed and analytical way, taking into account the work guide provided by the professor.

Indicator	Excellent (A:100-95)	Very good (B:94-89)	Sufficient (C:88-75)	Insufficient (D:74-0)
Includes the purpose, general presentation of the subject, clear objectives.				
Recognizes the subject and outlines the main points of the text.				
Presents coherent personal contributions and based on the texts.				
Ideas presented are related to the topic and are clearly presented.				
Presents a conclusion that leads to reflection on literature and culture.				
Total				

Rubric for guided readings or reading reports:

They show the ability to interpret a literary text, summarize it and comment on it.

Indicator	Excellent (A:100-95)	Very good (B:94-89)	Sufficient (C:88-75)	Insufficient (D:74-0)
Provides a significant amount of detail about the literary text, which demonstrates a thorough understanding of the plot and the characters at a connotative level of the story.				
Understands the literary text and explains it very clearly.				
Defines the genre and movement to which the author belongs.				
Identifies characteristics of a writer's subject and explains them clearly.				
Total				

Rubric to evaluate socio drama:

Shows the ability to recreate a theater script and adapt it to the surroundings.

Indicator	Excellent (A:100-95)	Very good (B:94-89)	Sufficient (C:88-75)	Insufficient (D:74-0)
Demonstrates an understanding of the full text when recreating the drama.				
Identifies the environment of the drama.				
Adapts the script for presentation.				
Includes the meaning of the text (ironic, satirical, didactic, etc.) in the presentation of the socio drama.				
Total				

Attendance

Students with more than one absence will fail the course, unless they present an official document as justification. Students will get a score of 0 for any task evaluated in class in their absence (presentations, evaluations, field visits, etc). In this case, make up for the assignment will take place immediately after their return. Regarding timeliness, if students add four late arrivals (15 minutes after starting the class) will be counted as an absence.

Electronic devices:

The use of mobile phones, smart phones and other mobile communication devices is disruptive and is therefore prohibited during class. Please turn off all devices and put them away when the class begins. Devices can be used only when the professor assigns a specific activity and allows the use of devices for search on the Internet or recording. Those who fail to comply with this rule should leave the classroom for the remainder of the class.

Behavior code:

Professors have the right to expel the student from class in the following cases:

1. Disruptive behavior in the classroom.
2. Being under the influence of alcohol.
3. Behaving in a disrespectful way.

Schedule

Week	Content	Teaching Strategies
1	Cantar de gesta Mester de clerecía	Reading - Fragments of Mío Cid. Reading - Fragments of Libro del buen amor.
2	Don Juan Manuel El conde Lucanor The romances (Santillana, Mera, Manrique)	Guided reading - El Conde Lucanor Guided reading - Romance poems.
3	The Renaissance - characteristics La Celestina - Fernando de Rojas (Fragments)	Film - La Celestina Directed reading - Fragments La Celestina

4	<p>Mystical poetry (Ávila, de la Cruz, de León)</p> <p>The pastoral theme. The picaresque novel - EL Lazarillo de Tormes.</p>	<p>Oral presentation - Analysis of mystical poetry.</p> <p>Reading El Lazarillo de Tormes (questionnaire)</p>
5	<p>Spanish Golden Age (characteristics)</p> <p>Presentation of the Spanish Theater:</p>	<p>Reading and dramatization.</p> <p>Fuenteovejuna.</p>
6	<p>Entremés - Miguel de Cervantes</p> <p>New Spanish theater: Lope de Vega Tirso de Molina Juan Ruiz de Alarcón</p>	<p>Reading and commentary Cervantes.</p> <p>Reading and questionnaire El Don Juan Tenorio, Tirso de Molina.</p>
7	<p>Baroque Francisco de Quevedo Calderón de la Barca</p>	<p>Reading poems.</p>
8	<p>Romanticism (characteristics) Europeanization of Spain</p> <p>José de Espronceda Gustavo Adolfo Bécquer Mariano José de Larra</p>	<p>Oral presentation - Rimas y Leyendas by Gustavo Adolfo Bécquer.</p> <p>Reading of poems - La Canción del Pirata (Espronceda)</p>
9 and 10	<p>Realism Benito Pérez Galdós Vicente Blasco Ibáñez Pedro de Alarcón</p>	<p>Reading and commentary Fortunata y Jacinta</p> <p>Sangre y Arena, Blasco Ibáñez, reading fragments</p>

11	Generation of 98 Miguel de Unamuno Antonio Machado and Manuel Machado Pío Baroja	Checking of generation characteristics. Reading and analysis of Niebla, Miguel de Unamuno.
12	Generation of 27 Federico García Lorca Rafael Alberti	Reading - Bodas de Sangre (Lorca) Poems

General observations

The student must comply with the provisions of the Student Regime Regulations of Veritas University. For reference you must go to the Student Self-Management Portal at the following address: <http://autogestion.veritas.cr/> and download.

Bibliography

1. 1.Virgilio, Carmelo. Aproximaciones al estudio de la literatura hispánica.3er. Ed. 1994
2. Correa, Lazaro. Antología literaria española.ed. Anaya. 1966.
3. 3.Lazaro, Correa. Antología literaria.6to. curso.Anaya1967.
4. Fernandez, Mario. Textos de lectura y comentarios;para undécimo año.Ed. Fernández Arce. 1984.
5. El Cantar del Mío Cid.(fragmentos)
6. Fernando de Rojas. La Celestina(fragmentos)
7. Manrique, Jorge. Coplas a la muerte de mi padre
8. Don Juan Manuel. El conde Lucanor.
9. El lazarrillo de Tormes.
- 10.Vega, Lope. Fuenteovejuna.
- 11.Zorrilla, Jose. El don Juan Tenorio.
- 12.Bequer, Gustavo Adolfo. Rimas y leyendas.
- 13.Galdós, Benito. Fortunata y Jacinta.(fragmentos)
- 14.Unamuno Miguel. Niebla.San Manuel ,bueno, mártir.
- 15.Machado, Manuel y Antonio. Poemas.
- 16.Cervantes, Miguel. Novela y teatro.
- 17.Poesía mística.
- 18.Mariano Jose de Larra. Ensayos periodísticos
- 19.Federico García Lorca. Bodas de sangre.
- 20.Federico García Lorca. Poemas.
- 21.Arcipreste de Hita. El libro de buen amor. (fragmentos).
- 22.Marquez de Santillana. Romances serranos.
- 23.Vicente Blasco Ibañez. Sangre y arena(fragmentos).