

**SPN 371, Introduction to Spanish
Literature**
Tues., Thurs. 1-2:50
MC 222
Spring 2008

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Objetives: This course is an introduction to the study the literature of Spain. It aims to help students read, appreciate, and analyze literature in Spanish in all genres. To that end, we will study poetry, narrative, drama, and film from Spain. We will also study an outline of Spanish literary history in the major genres.

Students will naturally expand their reading abilities and should be prepared to learn vocabulary and review grammar necessary to understanding and discussing the texts. They will reinforce, or learn for the first time, concepts and techniques pertinent to literary discussion and analysis. The general goal for the class is to assure that students have the wherewithall to read and appreciate any literary text in Spanish. More specifically, students in this class should improve their ability to articulate their understanding of Spanish texts and to develop it through a critical and analytic commentary .

Outcomes:

- three examples of literary analysis written in Spanish
- consolidate skills in written and spoken Spanish. Students will, with guidance and the resources at their disposal, accomplish advanced and superior level tasks in writing, though they are not expected to sustain this level in speech or spontaneous writing.
- familiarity with a simple outline of Spanish literary history: major movements, periods, and authors

Texts:

Edward H. Friedman, L. Teresa Valdivieso, Carmelo Virgilio, *Aproximaciones al estudio de la literatura hispánica*. New York: McGraw Hill, 2004. 5th Edition.

Available in the CSU Bookstore; no other editions are acceptable

Handouts and texts available online.

Web Component: There is a Blackboard site for this course, including a detailed course calendar, grades, online versions of policies and syllabus, and class handouts. It is a resource intended for you to consult frequently as well as an aid in the event that you miss class or have misplaced course materials. **You are automatically enrolled in this page.** The entry page for all CSU Blackboard courses is:
[:https://elearning.csuohio.edu/webct/entryPageIns.dowebct](https://elearning.csuohio.edu/webct/entryPageIns.dowebct)

Grading: Following is the **breakdown** of course elements adding up to the course

grade.

homework, quizzes	20%
participation	10%
First essay	10%
2nd and 3rd essays	30%
Midterm exam	10%
<u>Final exam</u>	<u>20%</u>
total:	100%

Policies

I. **Attendance policy:**

- A. Attending class is crucial to your successful completion of the goals of the class and is therefore **mandatory**. Missing more than **two classes** will automatically cause the final grade to be lowered.
- B. **Tardiness** is also inappropriate. Every four tardies will count as one absence.
- C. Medical excuses are the only way to get an excused absence. For any other absence (funerals, jury duty, jail sentences, etc.) you should check with me beforehand to see if they will be excused. There will be no excused absences for emergencies other than medical unless I have been notified before the missed class begins.
- D. No absence, excused or not, absolves anyone of responsibility for the following day's work (whether, homework, quiz, or exam). You can always check the course web site for assignments and handouts.

- II. **Homework assignments** have been worked out with the assumption that students can be expected to do two hours of work outside of class for every hour spent in class. Of course, different individuals may need more or less time. If you find yourself with extra time or under undue stress to finish assignments in a reasonable amount of time, do consult with me.

Most homework assignments will be graded from 1-10 using the following guidelines:

Homework Rubric

	10	7	5	1
Completeness	Did all the assigned exercises with care; creative	Did most assignment and showed care.	Did half of the assignments. Minimum effort	Did less than 1/2 the assignment.
	(5)	(3)	(2)	(1)
Accuracy and care	Meticulous, accurate	Acceptable presentation; mostly accurate	Inconsistent; disorganized; hard to read.	Inconsistent; messy; rushed; incomplete.
	(4)	(3)	(2)	(0)

Neatness	Identified each exercise appropriately; dated, labeled stapled.	Most exercises identified; not stapled.	Loose pages; hard to know what exercise is what; hard to read	Neither labeled nor stapled; turns in pages without exercises.
	(1)	(1)	(1)	(0)

Note: it is never acceptable to simply quote from your reading in order to answer a question. Unacknowledged quotes are plagiarism, and your assignment will be treated as if it had not been done at all.

You should prepare to discuss the ideas and details of the readings. I recommend taking notes that you can review before class and keeping a **vocabulary notebook**, if you do not already do so, to help you with the ongoing task of increasing your active and passive vocabulary.

You will be asked to hand in written homework assignments, so you should always do them neatly and legibly. **Late assignments** will not be accepted.

III. Essays must:

- be typewritten or printed out letter-quality in a standard, non-cursive font
- be double-spaced
- have a clear heading at the top of the first page, including the student's name, the date, and **a title** for your essay
- **not include** paper or plastic **cover pages**
- be turned in on time. If previous arrangements have not been made, **late essays** will receive an automatic one letter grade reduction.

IV. Your **participation grade** counts for 10% of your final grade. For your benefit, I will give you a participation grade, up to 25 points, every four weeks. Here is what I look for:

23-25 Student is always alert and prepared for class; he or she shows this by frequently volunteering to speak, by quickly responding to questions that are asked, by participating in group work with enthusiasm, speaking exclusively in Spanish.

19-22 Student is usually alert and prepared for class, as described above. This student may not volunteer often, but seems to be ready to give answers when called on. Or this student may volunteer often but not show that he or she is familiar with the material assigned for that day.

15-18 Student is usually alert and prepared for class, as described above. Usually can supply correct answers when called upon, but may require coaching.

0-14 Often inattentive. Rarely is able to give correct answers to simple questions in class or to participate productively in group work. Rarely volunteers answers.

V. Any student in this course who has a **disability** that may prevent him or her from fully demonstrating his or her abilities should contact me personally as soon as possible so we can discuss the accommodations necessary to ensure full participation in this course and your college experience.

VI. Students are expected to be familiar with some manner of **citing sources** from which he or she has culled information. If you have any doubts about how to cite sources, please consult the Modern Languages Handbook for Students and/or confer with me. If you receive any other sort of **outside help** from friends or tutors, you should inform me with a note at the end of the assignment, including the person's name, e-mail or phone number, and a brief description of the help received.

Using the words, ideas, or research of another person without acknowledging them constitutes **plagiarism** and is grounds for an automatic "zero" on the assignment.

VII. Other policies:

A. Anyone who wishes to leave the class to go to the bathroom or to get a drink is required to ask permission.

B. It is O.K. to bring a drink to class, but no food will be allowed. **Chewing gum** is also not permitted during class.

Course Calendar

This is a tentative indication of activities on the days indicated. Definitive assignments are posted under “Calendar” on the course Blackboard page. Handouts will be available electronically on the Blackboard page in the “Handouts” page.

Week 1

20 Jan: Introduction; literary language and literature

22 Jan: Cela (handout); narrative structure, language, idiomatic expressions and metaphors

Week 2

27 Jan: Matute; character; quoting, paraphrasing and commenting

29 Jan: Don Juan Manuel; setting, point of view

Week 3

3 Feb: Pardo Bazán (“Las medias rojas” and “El encaje roto” [the latter a handout]); literary history, historical and political context

5 Feb: Bécquer, “El Monte de Ánimas” (handout); **assignment of first essay**

Week 4

10 Feb: Juan José Millás (handout); **quiz** on concepts of narrative analysis and Spanish literary history

12 Feb: José María Merino (handout); **discuss essay 1**

Week 5

17 Feb: **Essay 1 due**; introduction to poetry: language, voice; Jaime Gil de Biedma and Ángel González (handouts)

19 Feb: Espronceda; poetic form, *versificación*

Week 6

24 Feb: Santa Teresa, San Juan de la Cruz; Spanish literary history

26 Feb: Garcilaso, Góngora; rhetorical figures, verse forms; *explicación de texto*

Week 7

3 Mar: Machado, Jiménez; more on figurative language

5 Mar: Lorca; brief quiz on rhetorical figures

Week 8

10 Mar: Fuertes, Fagundo; review for midterm

12 Mar: **Midterm exam (includes analysis of a poem)**

Week 9

17 & 19 Mar: Spring Break

Week 10

24 Mar: Film as literature; writing reviews; attend screening at Cleveland International Film

Festival

26 Mar: coordinate discussion of film with CIFF

Week 11

31 Mar: **film reviews due**; introduction to theater: Benavente

2 Apr: Lorca: "La casa de Bernarda Alba," first act

Week 12

7 Apr: Lorca, act 2

9 Apr: Lorca, act 3; assign paper 2

Week 13

10 Apr: Lorca

12 Apr: genres of criticism: Lorca

Week 14

14 Apr: **paper 2 due**; introduction to the novel: Unamuno

16 Apr: *San Manuel Bueno, mártir*

Week 15

21 Apr: *San Manuel Bueno, mártir*; assign paper 3

23 Apr: *San Manuel Bueno, mártir*

Week 16

28 Apr: *San Manuel Bueno, mártir*;

30 Apr: reading criticism and *taller de escritura* for final paper

Week 17

5 May : **Paper 3 due**; review for final exam

7 May: Review for final

Final exam: Tues. May 12, 1-3 p.m.