

AP Spanish Literacy Syllabus

"THE ONLY LIMITS IN LIFE ARE THE ONES YOU MAKE" - UNKNOWN

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Course Overview

This AP Spanish Literature course covers the curriculum as outlined by the College Board. It is the perfect curriculum for the college bound student. It covers the major literary movements and works in Hispanic literature from XIV century through the XX century: El Medioevo, Siglo de Oro (Renacimiento y Barroco), Romanticismo, Realismo y Naturalismo, Modernismo, Generación del 98, Postmodernismo, Vanguardismo y El Boom. The course is taught in chronological order over the time frame of the academic year. It is taught one hundred percent in Spanish.

Course Objectives

- ✓ Provide the opportunity for students to read and discuss each literary piece in order to gain a profound understanding.
- ✓ To provide students with the opportunity to accomplish an accurate reading of literature in Spanish, in addition to the ability to comprehend formal and informal spoken Spanish, to compose expository passages, and to express ideas orally with fluency and accuracy.
- ✓ To provide students with the techniques to analyze each literary piece using the technical devices (literary terminology).
- ✓ To provide students with the tools needed in order to utilize the literary movement's characteristics to extract the meaning and academically appreciate literature.
- ✓ To assist students in order to think critically and logically which will allow them to compare and contrast works.
- ✓ To provide students with the examples and practice of each of the three AP essay questions crafted in the format of the AP Spanish Literature Exam.

To cover all the material needed, we use the following texts: *Relexiones introduction a la literature hispanica*. We primarily focus on the following with varied student-centered cooperative learning activities:

- ✓ Identify the literary piece's author, literary movement, century, genre, setting etc...
- ✓ Establish/discuss the themes, to make connections to the context.
- ✓ Identify specific technical devices (characteristics/terminology), such as estribillo, anáfora, metonimia etc...
- ✓ Clarify/define pertinent vocabulary.
- ✓ Discuss literary, historic, philosophical, religious, linguistic codes and more.
- ✓ (All that apply)
- ✓ Identify the main characters and the role they portray in literary piece.
- ✓ Discuss the entire piece and make connections to all of the above. Plus include discussion incorporating "Pasos para la comprensión" and "Pasos para una lectura más a fondo".
- ✓ Write/complete a summary of the reading via a "literary skeleton", which is
- ✓ composed of all the discussion/analysis that took place in class.
- ✓ *(See example below)*

@Home learning

We will be using TEAMS to complete lessons and assignments on days you are not physically present at school. You are expected to complete work online, whether it be an assignment through the textbook or TEAMS. If we go to full time distance learning (5 days digitally) We will continue to use TEAMS as the main platforms for our class.

Attendance:

- Daily attendance in class is required and expected. If you know you will be absent, I can get work together if you give me enough notice.
- **For virtual days/@home learning-** you will be expected to check in with the teacher through Microsoft TEAMS (look for teacher instruction on TEAMS post)

Course Overview

Semester 1: Organization

La época medieval

Los orígenes de la prosa (Juan Manuel)

Conde Lucanor

La poesía del pueblo (El Romancero)

"Romance de rey moro que perdió Alhama"

"Romance del Conde Arnaldos"

El Siglo de Oro (renacimiento y barroco)

El descubrimiento del Nuevo Mundo (Cabeza de Vaca)

Nafragios Capítulo XII, XXI, XXII

La poesía renacentista (Garcilaso y Góngora)

Soneto XXIII ("En tanto que rosa y azucena")

Soneto CLXVI ("Mientras por competir con tu cabello")

Los orígenes de la novela moderna europea

La novela picaresca

Lazarillo de Tormes Tratado 1, 2,3,7

Cervantes (Don Quijote)

El ingenioso hidalgo, don Quijote de la Mancha:

Capítulos I, II, III, IV,

V, y VIII

La "comedia" del siglo de oro (TéllezTirso de Molina)

El burlador de Sevilla y convidado de piedra

El barroco (Quevedo)

Salmo XVII ("Miré los muros de la patria mía")

El barroco en México (Sor Juana Inés de Cruz)

"En perseguirme, Mundo, ¿qué interesas?"

"Hombres necios que acusáis a la mujer sin razón"

El romanticismo

La transición del clasicismo al romanticismo (Heredia)

"En una tempestad"

Dos caras de la prosa romántica: compromiso y escapismo (Larra y Palma)

"Vuelva Ud. Mañana"

"El alacrán de Fray Gómez"

La poesía romántica exaltada (Espronceda)

"Canción del pirata"

La poesía posromántica (Bécquer)

Rimas, IV ("No digáis que agotado su Tesoro")

Rimas, XI ("Yo soy ardiente, yo soy morena")

Rimas, LII ("Volverán las oscuras golondrinas")

Semestre 2

El realismo y el naturalismo

El realismo social y regionalista (Pardo Bazán y Leopoldo AlasClarín)

"Las medias rojas"

"Adiós, Cordera"

El realismo psicológico (Quiroga)

"El hijo"

La continuación del realismo en el siglo XX (Martín Gaité)

"Las ataduras"

El modernismo y postmodernismo

El modernismo simbolista y puro (Darío)

"Canción de Otoño en primavera"

El modernismo intimista (Martí, Machado, Neruda)

Versos sencillos

"La primavera besaba"

Poema 15 "Me gustas cuando callas porque estás como ausente"

El modernismo filosófico (Darío y Machado)

"Lo fatal"

"He andado muchos caminos" y "Caminante, son tus huellas"

El modernismo comprometido (Martí y Darío)

“Dos patrias”

“A Roosevelt”

El postmodernismo feminista (Storni y Julia de Burgos)

“Peso ancestral” y “Tú me quieres blanca”

“A Julia de Burgos”

El vanguardismo

La novela existencialista (Unamuno)

San Manuel Bueno, mártir

El surrealismo poético (Lorca y Neruda)

“Romance de la luna, luna” y “Romance sonámbulo”

“Walking around”

La poesía negra (Guillén)

“Balada de dos abuelos” y Sensemayá”

El teatro poético (Lorca)

La casa de Bernarda Alba

El teatro de lo absurdo (Vodanovic)

El delantal blanco

La nueva voz femenina (Castellanos)

“Autorretrato”

El “boom” de la narrativa hispanoamericana

Juegos con el tiempo y el espacio (Borges, Cortázar)

“El sur” y “La muerte y la brújula”

Continuidad de los parques y “La noche boca arriba”

El realismo poético (Rulfo y García Márquez)

“No oyes ladrar los perros”

“La siesta del martes”

El humor trágico (Neruda)

‘Oda a la alcachofa’

El realismo mágico (García Márquez, Fuentes, Allende, Ulibarrí)

“Un día de estos”

“El ahogado más hermoso del mundo”

“La prodigiosa tarde de Baltazar”

“Un señor muy viejo con las alas muy enormes”

“La viuda de Montiel”

“Chac Mool”

“Dos palabras”

“Mi caballo mago”

Grades

Their assessments will be the majority of their grade, yet every assessment can be retaken multiple times and the higher grade will replace the lower grade.

In this class all grading will be done on a **weighted** scale.

- Class practice 25%
- Assessments 55%
- Final Exam 20%

Grading Scale

100-90 % A	89-80% B	79-70% C	69-60% D	59% - below F
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Class Binder

A separate binder is necessary for this class. Your binder will need 8 dividers. We will label them together in class.

Homework

It will be given periodically and will serve one of the following purposes:

- To complete something not completed in class.
- As preparation for the lesson the next day, which may be reading, writing, or both.
- As summative work reflecting on or assessing activities in class.

Homework is due at the beginning of class the day it is due! No exceptions!

Late Work Policy

Late work – I do accept it, but for partial credit and **only** within the **current unit of study!**

Test and Quizzes

MOST QUIZZES WILL BE ON THE AP CENTRAL WEBSITE.

- **Tests** will be given at the end of every section to a unit (generally every 2-3 weeks). Please remember tests come at the end of every section to a unit.
- **Quizzes**, during each section in the unit you will be given at least 1-3 quizzes. Some quizzes will be worth more points than others.

Make-up work

- You are responsible for making sure that you get and complete your make-up work.
- You will have the number of days you were absent plus one to make up the work.
- Quizzes need to be made up within one week of date given and unit tests need to be made up within two weeks of date given or you will receive a zero.
- Turn in all make-up work/late work box

Semester Final

At the end of the semester we will have a final. The final has multiple-choice questions, true false, matching, and an essay portion.

Cell Phones

Cell phones have become a huge distraction in education. Students are frequently off task and on their phones. They have a negative effect on the classroom environment. It is difficult for a teacher to compete with the latest funny YouTube video, music, or texts from a friend. Students also take pictures of completed homework, assignments, and tests, which they then share, so cheating and plagiarism has increased. As a result, I require that all students have their phone put away and not visible. If the student has their phone out administration will be called to take their phone for the day.

Communication

- The preferred method of communication is via email (see email contact info below).
- I have found that email is also the best method for communicating with parents when students are struggling.

Rules

- School rules are followed in this class! **Masks policy included!** Show Lancer PRIDE!
- Behave in a manner that contributes to the learning of all student's in the class.
- Never show dishonesty, which includes cheating, copying, or plagiarism. (If caught copying, both students will receive F's on the assignment and a reduction in citizenship.) Cheating and plagiarism may require further discipline.
- Cell phones are not allowed. Each student will be assigned a pocket number and will turn in their cell phone (they must be turned off or on silent) before the bell rings in their assigned pocket. Attendance will be taken using the cell phone caddy. Phones cannot enter my room and not be put in the pockets! You will be given adequate time to retrieve your phones at the end of each class.
- Come to class prepared (notebook and pen).
- Respect each other, me, and my classroom.
- Strive to succeed. Always do your best!

Consequences for inappropriate behavior (depending on the severity of your actions)

- Warning (syllabus and student handout are your warning)
- You and I will have a meeting
- Lunch detention
- Parent phone call or email and detention after school or at lunch
- Referral to the office

I have read the syllabus and will hold myself accountable to do well in this class.

I have read the syllabus with my child and will hold them accountable to do well in this class.

Student Name

Parent/Guardian Name

Student Signature

Parent/Guardian Signature
