

Syllabus for
SPA 303 -- Survey of Spanish Literature I
3 Credit hours
Fall 2017

I. COURSE DESCRIPTION

A study of the literature of Spain from the Middle Ages to the mid-17th century, emphasizing the Renaissance and the Golden Age. (Taught in Spanish.)
Prerequisite: SPA 204 or equivalent.

Due to the fact that the course is of a survey type, treatment of each author is not intended to be extensive. It is the goal of the course to give the student a broad, general knowledge of the development of major trends in Spanish literature, and the authors associated with these trends.

II. COURSE GOALS

The student will become familiar with the names of authors, their works, and literary movements from the beginnings of literature through the "Siglo de Oro." They will also study the social, political, and literary currents throughout each century for a better understanding of Spain and its literary genres.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

A. Objectives

Through class instruction, class participation, and laboratory exercises, the successful student will be able to do the following:

1. Speak Spanish conversantly.
2. Discuss both orally and in writing the material presented.
3. Analyze literary works as to content, style, theme, and structure.
4. Discuss both orally and in writing the history that is associated with the major literary trends, and important historical and literary dates.

B. Objectives for Students in Teacher Preparation Programs

The Teacher Preparation Program meets the five goal areas of the World-Readiness Standards for Learning Languages as outlined by the National Standards in Foreign Language Education. These five areas and their corresponding standards are as follows:

1. Communication: Communicate in Languages Other Than English
 - Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - Standard 1.2 Students understand and interpret written and spoken language on a variety of topics.
 - Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
2. Cultures: Gain Knowledge and Understanding of Other Cultures:
 - Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
 - Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
3. Connections: Connect with Other Disciplines and Acquire Information
 - Standard 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

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| | Standard 3.2 | Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. |
| 4. | Comparisons: Develop Insight into the Nature of Language and Culture | |
| | Standard 4.1 | Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. |
| | Standard 4.2 | Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. |
| 5. | Communities: Participate in Multilingual Communities at Home & Around the World | |
| | Standard 5.1 | Students use the language both within and beyond the school setting. |
| | Standard 5.2 | Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment. |

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Textbooks

Sánchez-Romeralo and Ibarra, *Antología de autores españoles, Vol. 1: Antiguos*. New York: The Macmillan Co., 1972. ISBN: 013-033-8389

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
 - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
 - b. Failing to meet group assignment or project requirements while claiming to have done so;
 - c. Failing to cite sources used in a paper;
 - d. Creating results for experiments, observations, interviews, or projects that were not done;
 - e. Receiving or giving unauthorized help on assignments.

By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.

4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the Whole Person Assessment handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Department Policies and Procedures

1. **Class Assignments**

- a. Students need to come to class with the appropriate textbooks, course materials, and other supplies as designated by the professor.
- b. Professors may refuse to accept an assignment if it has inappropriate content, does not meet the assignment's criteria (e.g., not typed, incorrectly documented), is incomplete, is suspected of plagiarism, or is turned in too late.

2. **Tardies**—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, excessive tardies may adversely affect the semester grade. It is to the student's advantage to make sure that the professor is informed immediately following the close of the class that the student was tardy and not absent. It is not the professor's responsibility to stop the class to mark the tardy; the student is the one responsible for conveying that information immediately following that class, not at a later time.

3. **Late Work**

- a. The student is responsible for obtaining class assignments and material covered during an absence, and all work is expected to be completed as scheduled. Late work may result in a lower grade. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. Computer or printer malfunction does not constitute an excuse for late work; students should have their work prepared in time to ensure that they can get it proofread, edited, and printed prior to the instructor's due date. These responsibilities assist the student in professional development.
- b. Any test taken late (except if the absence is administratively excused) incurs the ORU late exam fee (\$15), which must be paid before the late test can be taken.
- c. Assignments missed because of administratively excused absences are accepted with no penalty. Generally, assignments missed from an excused absence, such as sickness or family crises, can be made up and the instructor should be notified as soon as possible to reach an agreement on due dates and possible penalties. Each instructor has his or her own late-work policy that is given to students at the beginning of a course, so a teacher may decide that work missed because of an unexcused absence cannot be made up. Instructors use their own judgment in accepting late work resulting from all other absences. In

cases where absences can be anticipated, such as for non-University sponsored mission trips, the work should normally be submitted prior to the absence.

4. **Attendance**

- a. **Excused and Unexcused Absences**—As stated in the university policy section of this syllabus, class attendance is mandatory, but because unavoidable circumstances can prevent perfect attendance, each student is allowed to miss class the number of times per week a class meets. This allowance is intended for illness, personal business, and emergency. Work missed because of an excused absence (e.g., illness, family emergency) can be made up; however, it is up to the teacher’s discretion whether or not to accept work missed due to an unexcused absence (e.g., oversleeping, skipping class). If a student exceeds this number of absences, the student may lose points due to late work or for excessive absences, which may affect the semester grade. Extended illnesses are handled on an individual basis and require verification from a doctor.
- b. **Administratively Excused Absences**—Only absences that are required by approved University activities are given administrative excuses. Students who must miss class for University-sponsored activities must follow these procedures:
- (1) Inform the professor before the event and make arrangement for the work to be submitted prior to the absence or at a mutually agreed upon deadline.
 - (2) Present an administrative excuse form with appropriate signatures when he or she returns to class. Doctors’ or nurses’ notes, or letters from groups sponsoring mission trips or activities do not qualify a student for an administratively excused absence.
 - (3) Obtain information covered during an absence. All work must be completed as scheduled.
 - (4) Not commit to class presentation (oral reports, speeches, group presentations, etc.) on a date that the student will be gone. Makeup work is not permitted if the student voluntarily committed to a performance on the date of an administratively excused absence.

5. **Plagiarism**—Each student attending Oral Roberts University is required to do his or her own academic work and must not inappropriately collaborate with other students on assignments.

- a. Students must document all sources and ideas that are not their own original information by following correct MLA (Modern Language Association) documentation procedures. Failure to do this produces a plagiarized paper, which results in an F for the paper. Flagrant cheating results in an F for the course.
- b. Students may be asked to submit their assignments to Turnitin.com (an online anti-plagiarism program) or have their work submitted to D2L, which also submits work to Turnitin.com.

6. **Incompletes**—As stated in the University catalog, incompletes are granted only for “good cause,” such as extended hospitalization, long-term illness, or a death in the family. Students must petition for an incomplete using the form available in the English and Modern Languages Department. Very few incompletes are granted.

7. **Whole Person Assessment**—If this course requires an ePortfolio assignment, it is listed in the next section (“Course Policies and Procedures”) and explained in the WPA Handbook at <http://eportfolio.oru.edu>. Students need to comply as indicated in this syllabus, by the instructor, and in the WPA Handbooks.

C. Course Policies and Procedures

1. **Components of the Final Course Grade:**

a. **Class Participation (10%):**

- (1) In class, our analysis depends on the active participation of each student. Both the student’s academic progress and the progress of his or her classmates depends on the student’s contribution to class activities. The objective is for the student to take a **proactive** role: initiate dialogues, ask questions, offer interpretations, etc. Clearly, this involves much more than merely doing the homework and being present in class.
- (2) Participation is graded every day on D2L. Students can check their participation grades there at any time during the semester.

b. **Essays (40%):** The student writes three essays of 3-5 pages each (see Course Calendar for dates). Each essay is written at home, and revisions are made in class. The student then edits the essay and turns in a final version. Only the second version receives a grade.

- (1) The student who does not bring the 1st draft to class for editing on the assigned date receive a 10% deduction on the grade for that essay.
- (2) Each essay should make extensive use of direct quotes from the text/s being analyzed.
- (3) After receiving the graded second draft, the student will have the option of taking one week to revise and resubmit the essay. This revision may raise the grade by up to 15% (100 = maximum).

c. **Exams (50%):** Students take four 100-point exams (see Course Calendar for dates). The last exam is administered during finals week, and is cumulative. Per university policy, no early final exams are given.

d. **WPA (compliance = 0 ; non-compliance = -10%)---**: The Whole Person Assessment artifact must be submitted by December 4. Students may submit one of the essays as the WPA artifact. It is the student's responsibility to ensure that he or she is “in compliance,” meaning that the artifact has successfully been uploaded. Compliance is verified by checking for the assessment results in the student’s WPA. If there is a problem, the student may receive notification by the professor/assessor through the student's **ORU email address**.

2. **Classroom Policies:**

- a. Work cannot be made up in the case of unexcused absences. In case of administrative or excused absences, it is the student’s responsibility to inform the professor as soon as possible so that arrangements can be made for any missed work.
- b. Extra credit will be available on quizzes and exams. No other extra credit opportunities will be available in this course.
- c. All electronic devices should be silenced during class time. The student should use electronic devices only for class-related activities during class.
- d. The student is responsible for checking his or her ORU email account daily in order to receive announcements and updates about the course.

- e. All work handed in should be typed, double-spaced, with standard font and margins. It should also have the following information single-spaced in the upper left corner: student name, class and section, date, and assignment. Also, if you write more than one page, please fasten the pages with a stapler, not a paperclip (nor by folding corners back).



VI. COURSE CALENDAR (N.B.—Dates may be adjusted as needed.)

| Semana | Día | Actividades en clase: |
|--------|--------------|--|
| 1 | 18 de agosto | Introducción al curso; Conocernos |
| 2 | 21 de agosto | Introd., 1-4 ; Edad media 5-8 ; Jarchas 9-11 |
| | 23 de agosto | Jarchas (cont.) |
| | 25 de agosto | Cantar de Mio Cid 12-24 |
| 3 | 28 de agosto | Cantar de Mio Cid 24-30 |
| | 30 de agosto | Cantar de Mio Cid 30-37 |
| | 1ero de sept | Siglo XIII 38-39 ; Berceo 40-43 |
| 4 | 4 de sept | DÍA DEL TRABAJO: NO HAY CLASE |
| | 6 de sept | Siglo XIV 44-46 ; don Juan Manuel (46-52) |
| | 8 de sept | don Juan Manuel (cont.) ; Ensayo 1^a |
| 5 | 11 de sept | Libro de buen amor (52-68) |
| | 13 de sept | Libro de buen amor (cont.) |
| | 15 de sept | Libro de buen amor (cont.) |
| 6 | 18 de sept | Examen #1 |
| | 20 de sept | Siglo XV 69-70 ; Marqués de Santillana 70-74 |
| | 22 de sept | Romancero 80-86, 88-92 ; Ensayo 1B |
| 7 | 25 de sept | Romancero (cont.) |
| | 27 de sept | Jorge Manrique 107-16 |
| | 29 de sept | Jorge Manrique (cont.) |
| 8 | 2 de oct | Los reyes católicos ; Ensayo 2^a |
| | 4 de oct | La celestina (117-40) |
| | 6 de oct | La celestina (140-56) |
| 9 | 9 de oct | Examen #2 |
| | 11 de oct | Siglo de Oro (157-64) |
| | 13 de oct | Garcilaso de la Vega (165-74) ; Ensayo 2B |
| X | 16-20 de oct | VACACIONES DE OTOÑO—NO HAY CLASE |
| 10 | 23 de oct | Fray Luis de León (174-79) |
| | 25 de oct | Fray Luis (cont.); San Juan de la Cruz (180-88) |
| | 27 de oct | San Juan de la Cruz (cont.) |
| 11 | 30 de oct | Lazarillo del Tormes (189-99) |
| | 1ero de nov | Lazarillo del Tormes (199-209) |
| | 3 de nov | Lazarillo del Tormes (210-19) |
| 12 | 6 de nov | Examen #3 |
| | 8 de nov | Cervantes, <i>Don Quijote de la Mancha</i> (219-42) |
| | 10 de nov | Cervantes (243-60) |
| 13 | 13 de nov | Cervantes (260-92) ; Ensayo 3^a |
| | 15 de nov | Lope de Vega, <i>Fuenteovejuna</i> (293-313) |
| | 17 de nov | Lope de Vega, <i>Fuenteovejuna</i> (313-29) |
| 14 | 20 de nov | Lope de Vega, <i>Fuenteovejuna</i> (329-42) |
| | 22 de nov | VACACIONES DEL DÍA DE ACCIONES DE GRACIA: NO HAY CLASE |

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| | 24 de nov | VACACIONES DEL DÍA DE ACCIONES DE GRACIA: NO HAY CLASE |
| 15 | 27 de nov | Lope de Vega, <i>Fuenteovejuna</i> (conclusiones) ; Ensayo 3B |
| | 29 de nov | Góngora (347-55: sonetos 1, 3, 5) |
| | 1ero de dic | Góngora (cont.) ; Quevedo (362-68: sonetos 6, 7, 9, 10) |
| 16 | 4 de dic | Quevedo (cont.) |
| | 6 de dic | TBA |
| | 8 de dic | Repaso para el examen final; WPA Artifact |

Course Inventory for ORU's Student Learning Outcomes

SPA 303 -- Survey of Spanish Literature I Fall 2017

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

| OUTCOMES & Proficiencies/Capacities | | Significant Contribution | Moderate Contribution | Minimal Contribution | No Contribution |
|-------------------------------------|--|--------------------------|-----------------------|----------------------|-----------------|
| 1 | Outcome #1 – Spiritually Alive Proficiencies/Capacities | | | | |
| 1A | Biblical knowledge | | | | X |
| 1B | Sensitivity to the Holy Spirit | | | | X |
| 1C | Evangelistic capability | | | | X |
| 1D | Ethical behavior | | | | X |
| 2 | Outcome #2 – Intellectually Alert Proficiencies/Capacities | | | | |
| 2A | Critical thinking | | | X | |
| 2B | Analytical problem solving | | | | X |
| 2C | Global & historical perspectives | | X | | |
| 2D | Aesthetic appreciation | | X | | |
| 2E | Intellectual creativity | | | X | |
| 3 | Outcome #3 – Physically Disciplined Proficiencies/Capacities | | | | |
| 3A | Healthy lifestyle | | | | X |
| 3B | Physically disciplined lifestyle | | | | X |
| 4 | Outcome #4 – Socially Adept Proficiencies/Capacities | | | | |
| 4A | Communication skills | | X | | |
| 4B | Interpersonal skills | | | X | |
| 4C | Appreciation of cultural & linguistic differences | X | | | |
| 4D | Responsible citizenship | | | | X |
| 4E | Leadership capacity | | | | X |

(Revised 9/15/06)