AP Spanish Literature Course Syllabus

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Course Description:
The AP Spanish Literature and Culture course is designed to introduce students to the formal study of a representative body of literature, written in Spanish, from Spain, Latin America and the United States.

The course provides students with ongoing and varied opportunities to develop proficiency in Spanish across a full range of skills, with emphasis on critical reading and analytical writing. It also encourages students to reflect on the many voices and cultures included in a rich and diverse body of literature written in Spanish.

Course Objectives

Provide students with ongoing and varied opportunities to develop proficiency in Spanish across a full range of skills, with emphasis on critical reading and analytical writing.

Encourage students to reflect on the many voices and cultures included in a rich and diverse body of literature written in Spanish.

As there are fewer selections to read, encourage students to study the required works in more depth.

Integrate the three modes of communication (interpersonal, interpretive and presentational).

Integrate Communications, Cultures, Connections, Comparisons, and Communities goal areas of the Standards for Foreign Language Learning in the 21st Century.

Emphasize contextual analysis, relating the readings to literary, historical, socio-cultural and geopolitical contexts.

Incorporate media as an aid in teaching Spanish literature, including artistic representations, audio and audiovisual resources.

Incorporate graphic organizers, and concept maps to enable students to process new information, and organize ideas.

Develop proficiency in interpretive listening by providing students with opportunities to hear audio texts related to course content.

Make contextual connections across genres and time periods.

Address the six required themes: Las sociedades en contacto, La construcción del género, El tiempo y el espacio, Las relaciones interpersonales, La dualidad del ser, and La creación literaria. Organizing concepts will be incorporated for making contextual connections among works.

Use essential questions in order to enable the students to investigate and express different views on issues, make connections to other disciplines and compare products, practices and perspectives of target cultures to their own.
Students will develop the following:

* **Reading Skills** - **Authentic written texts that develop students’ reading abilities by:**
  1. Weekly reading focus and text analysis. Students read and interpret selected samples of authentic literary pros and poetry (as a vehicle of language study and expansion as well as emerging literary analysis), current topics (newspaper and magazine articles), and communications (letters and emails).
  2. Reading Strategies: The following are employed regularly to help improve reading skills: thinking maps, word attack skills, effective use of context clues, Cornell notes and interactive reading.
  3. Research projects: Students use reading strategies and vocabulary knowledge to improve reading skills when investigating various topics, and ultimately to create and present a synthesis.

* **Writing Skills** - **The course provides instruction and frequent opportunities to write a variety of compositions in Spanish.**
  1. Students are asked to identify and underline two to three main points/concrete details. Students paraphrase in writing these details. In groups of three, students orally compare summaries to assess their comprehension of the text. As students work to prepare an essay every month, their ability to synthesize the audio and textual input sources improves.
  2. Students make weekly journal entries.
  3. Students are required to read an article every two weeks and write their opinions-pro or con- about what they have read. Students are required to cite quotes of the article as evidence.
  4. Essay writing - Every month, each student writes a formal, well organized analytical or persuasive essay of at least 200 words, on an appropriate topic, in reaction to a text or information discussed or viewed. This essay will be evaluated for its content, organization, range and appropriateness of vocabulary, and grammatical accuracy. (Most compositions are modeled on the format used in the AP Exam. However, some creative writing compositions are assigned as well).
  5. The essays are peer-reviewed, revisions are made based on feedback, and the final version is scored using the AP scoring guidelines.
  6. Other writing tasks - There will be weekly writing activities related to topics covered, such as: letter, e-mail, poems, and dialogues, abstract writing, creative writing, or writing reactions to articles and lectures.

**Course Themes:**
  1. Las relaciones interpersonales
  2. La construcción del género
  3. Las sociedades en contacto
  4. El tiempo y el espacio
  5. La dualidad del ser
  6. La creación literaria
Content
Fall Semester:

**Medieval and Golden Age**

“Romance de la pérdida de Alhama”  
*Anónimo*

*Lazarillo de Tormes* (Prologo, Tratados 1, 2, 3 y 7)  
*Anónimo*

“Hombres necios que acusáis”  
*Sor Juana Inés de la Cruz*

El ingenioso hidalgo, don Quijote de la Mancha  
*Miguel de Cervantes*

“Soneto CLXVI”  
*Luis de Góngora*

*El conde Lucanor, Ejemplo XXXV*  
*Don Juan Manuel*

“Salmo XVII”  
*Francisco de Quevedo*

*El burlador de Sevilla y convidado de piedra*  
*Tirso de Molina*

“Soneto XXIII”  
*Garcilaso de la Vega*

“Segunda carta de relación “(selecciones)  
*Hernán Cortés*

“Visión de los vencidos”( 2 selecciones)  
*Miguel León-Portilla*

**19th Century**

“Rima LII”  
*Gustavo Adolfo Bécquer*

“En una tempestad”  
*Jose María Heredia*
Spring Semester:

19th Century

“Nuestra América”
José Martí

“Las medias rojas”
Emilia Pardo Bazán

“A Roosevelt”
Ruben Darío

20th Century

“Dos palabras”
Isabel Allende

“El sur”
Jorge Luis Borges

“Borges y yo”
Jorge Luis Borges

“A Julia de Burgos”
Julia de Burgos

“La noche boca arriba”
Julio Cortázar

“Chac Mool”
Carlos Fuentes

La casa de Bernarda Alba
Federico García Lorca

“Prendimiento de Antonito el Camborio…”
Federico García Lorca

“El ahogado más hermoso del mundo”
Gabriel García Márquez

“La siesta del martes”
Gabriel García Márquez

“Balada de los dos abuelos”
Nicolás Guillén

“Mujer negra”
Nancy Morejón

“He andado muchos caminos”
Antonio Machado

“Walking around” and others selections
Pablo Neruda

“El hijo”
Horacio Quiroga

“No oyes ladrar los perros”
Juan Rulfo

“Peso ancestral”
Alfonsina Storni

“Mi caballo mago”
Sabine Ulibarrí

San Manuel Bueno, mártir
Miguel de Unamuno

“Como la vida misma”
Rosa Montero

Y no se lo tragó la tierra y “La noche buena”
Tomás Rivera

El hombre que se convirtió en perro
Osvaldo Dragún
**District Goals:**

- All students will excel in reading, writing, and math
- All students will engage in arts, activities, and athletics
- All students will demonstrate the character and competencies for workplace success
- All students will stay in school on target to graduate

**Materials Required (daily):**

- McLane Agenda
- Binder
- Binder paper
- Pen and Pencil

**Course Assessments--Students may be formally assessed in the following areas:**

- Online Tests & Quizzes
- Oral Presentations
- Assignments & Class Work
- Class Contributions/Discussions

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<thead>
<tr>
<th>Grading Policy/Grading Scale</th>
<th>Grades Are Weighted As Follows:</th>
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<tbody>
<tr>
<td>A = 100% - 90%</td>
<td>50% - Project, Benchmarks, Tests</td>
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<tr>
<td>B = 89%-80%</td>
<td>20% - Homework &amp;Classwork</td>
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<tr>
<td>C = 79%-70%</td>
<td>20% - Oral Presentations</td>
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<td>D = 69%-60%</td>
<td>10% - Participation</td>
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<td>F = 59% and below</td>
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**Late Work Policy:**

Effect of Absence on Grade/Credits

- If a student’s absence is excused under Education Code 48205, he/she shall be allowed to complete any missed assignment or test that be reasonably given, as determined by the teacher of that class. The student shall be given full credit for the assignment or test if he/she satisfactorily completes the assignment or test within a reasonable period of time. (Education Code 48205)
- Excused Absences – Absence from school shall be excused only for health reasons, family emergencies, and justifiable personal reasons, as permitted by law and Board policy and specified in administration regulations. (Education Code 48205)
- It is the student’s responsibility to make up missed work and it is the student’s responsibility to come in and make arrangements to make up tests.
- It is the student’s responsibility to turn in any work on the date assigned by the teacher.
**Expectations/Student’s Responsibilities:**

- When the class period bell rings, students are to be quietly seated, ready to begin.
- Students are to come to class prepared with a writing instrument and notepaper and have it out at all times ready to take notes.
- Students are expected to positively participate in class discussions.
- Refrain from disruptive behaviors; no cell phones or iPod use permitted in class unless teacher denotes it as part of lesson.
- No charging of electronic items. Electronic use violations will result in items being confiscated and turned over to administration.
- Honesty is expected at all times. Cheating and/or Plagiarism will not be tolerated under any circumstance and any corresponding work that resulted from cheating will result in a zero grade.
- Citizenship and/or Effort code will be determined by **Professionalism/Employability** criteria. This reflects your classroom attitude, cooperation, participation, and employable skills.
- All issues, concerns, problems, or situations will be dealt with in accordance with McLane High School and FUSD policies.

**Hall Pass and Restroom:**

- Students are to **remain in class** for the **first 10 minutes and last 10 minutes** of class.
- Students must use the McLane Agenda for their Hall pass. **Students are not to exit classroom without a teacher signed agenda. No other hall passes will be recognized and student will be returned immediately to class by CA.**

**Tardy Policy:**

Professional behavior includes punctuality (arriving to class on time). Students who are late to class must have a tardy pass; students who do not have a pass will be asked to obtain one from a campus administrator. Students who demonstrate a pattern of tardiness will be assigned class detention in order to make up for lost instructional time. An excessive number of tardies will be addressed through the McLane Restorative Discipline Policy.
Hello Parents and Students,

It is with great pleasure that I have your child in AP Spanish Literature this semester.

I look forward to working with him/her and serving as a communications liaison to you for any concerns you may have on behalf of your child during the term of this course.

To ensure your student understands the course requirements and is serious about his/her studies in AP Spanish Literature, I am asking for your help. Please review and discuss this syllabus with your child. To acknowledge the course expectations I am requesting that both you and your child sign and date this document. Please have your child return this page to me by Monday, August 31, 2015. If you should have any questions or concerns during this quarter please contact me at the information given on the first page. Your child’s education is important to me and I look forward to enabling his/her ongoing success.

Best regards,

Erica Aviña-Garibay
McLane High School

__________________________  ____________________________  ____________
Parent/Guardian Printed                  Parent/Guardian                  Date

__________________________  ____________________________  ____________
Student name and ID Number Printed                  Student Signature                  Date