

<p style="text-align: center;"><b>SPAN 3250 SURVEY OF PENINSULAR LITERATURE</b> <b>SUMMER STUDY ABROAD – CÁDIZ, SPAIN</b></p>
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**ABOUT THE COURSE**

**Prerequisite: SPAN 3200 or consent of instructor**

Study of representative literary texts from the Middle Ages to the present within their historical context. The development of poetry, drama, and narrative prose will be emphasized.

**Goals and Outcomes**

Valdosta State University General Education Outcomes

<http://www.valdosta.edu/academic/VSUGeneralEducationOutcomes.shtml>

Outcomes for the Major Program in Spanish

<http://www.valdosta.edu/mcl/assessments.shtml>

Future and prospective teachers (Foreign Language Education track), consult the Conceptual Framework of the College of Education

<http://www.valdosta.edu/coe/ecre/documents/COEConceptualFrameworkELEMENTSANDINDICATORS2.doc>

**COURSE OUTCOMES**

At the end of **SPAN 3250**, you will be able to communicate on selected topics and in appropriate situations at the Intermediate-High to Advanced Low/Advanced level of proficiency, demonstrating varying degrees of mastery of selected grammatical structures and concepts, vocabulary items and cultural and literary knowledge. The focus of the course is the development of oral (speaking) and listening proficiency and the improvement of reading and writing skills as well as the development of knowledge of the culture and literature of Spain.

Within the range of listening, speaking, reading, and writing proficiency at the Intermediate-High to the Advanced Low/Advanced level, you will be able at the end of **SPAN 3250**

1. To identify major figures in Spanish literature and to discuss representative works of these authors
2. To identify the major regions of Spain and cities within those regions and to discuss their relevance to various literary works and movements
3. To discuss the linguistic map of Spain and its impact on Peninsular literary history
4. To identify major historical periods of the country and evidence of these events as reflected in Spanish literature
5. To discuss the social and political identity of modern Spain, as reflected in contemporary literature
6. To identify and explain the significance of various cultural traditions within Spanish society, as they are reflected in selected literary works
7. To use technology as a resource tool for literary study and research

Characteristics of language performance at the Intermediate-High and Advanced Low/Advanced levels in the four skill areas are defined by the American Council on the Teaching of Foreign Languages, *ACTFL Proficiency Guidelines*. For further information, consult <http://www.actfl.org> or

<http://www.sil.org/lingualinks/languagelearning/OtherResources/ACTFLProficiencyGuidelines/contents.htm>

**LISTENING**

Intermediate High      Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced level listener, comprehension is less in quantity and poorer in quality.

Advanced      Able to understand main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation. Comprehension may be uneven due to a variety of linguistic and extralinguistic factors, among which topic familiarity is very prominent. These texts frequently involve description and narration in different time frames or aspects, such as present, nonpast, habitual, or imperfective. Texts may include interviews, short lectures on familiar topics and news items and reports primarily dealing with factual information. Listener is aware of cohesive devices but may not be able to use them to follow the sequence of thought in an oral text.

## **SPEAKING**

### **Intermediate High**

Able to converse with ease and confidence when dealing with most routine tasks and social situations of the Intermediate level. They are able to handle successfully many uncomplicated tasks and social situations requiring an exchange of basic information related to work, school, recreation, particular interests and are as of competence, though hesitation and errors may be evident. Intermediate-High speakers handle the tasks pertaining to the Advanced level, but they are unable to sustain performance at that level over a variety of topics. With some consistency, speakers at the Intermediate High level narrate and describe in major time frames using connected discourse of paragraph length. However, their performance of these Advanced-level tasks will exhibit one or more features of breakdown, such as the failure to maintain the narration or description semantically or syntactically in the appropriate major time frame, the disintegration of connected discourse, the misuse of cohesive devices, a reduction in breadth and appropriateness of vocabulary, the failure to successfully circumlocute, or a significant amount of hesitation. Intermediate-High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although the dominant language is still evident (e.g. use of code-switching, false cognates, literal translations, etc.), and gaps in communication may occur.

### **Advanced Low**

Able to handle a variety of communicative tasks, although somewhat haltingly at times. Actively participate in most informal and a limited number of formal conversations on activities related to school, home, and leisure activities and, to a lesser degree, those related to events of work, current, public, and personal interest or individual relevance. Advanced-Low speakers demonstrate the ability to narrate and describe in all major time frames (past, present, and future) in paragraph length discourse, but control of aspect may be lacking at times. They can handle appropriately the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task with which they are otherwise familiar, though at times their discourse may be minimal for the level and strained. Communicative strategies such as rephrasing and circumlocution may be employed in such instances. In their narrations and description, they combine and link sentences into connected discourse of paragraph length. When pressed for a fuller account, they tend to grope and rely on minimal discourse. Their utterances are typically not longer than a single paragraph. Structure of the dominant language is still evident in the use of false cognates, literal translations, or the oral paragraph structure of the speaker's own language rather than that of the target language. While the language of Advanced-Low speakers may be marked by substantial, albeit irregular flow, it is typically somewhat strained and tentative with noticeable self-correction and a certain grammatical roughness. The vocabulary of Advanced-Low speakers is primarily generic in nature. Advanced-Low speakers contribute to the conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion, and it can be understood by native speakers unaccustomed to dealing with non-natives, even though this may be achieved through repetition and restatements. When attempting to perform functions or handle topics associated with the Superior level, the linguistic quality and quantity of their speech will deteriorate significantly.

## **READING**

### **Intermediate High**

Able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding.

### **Advanced**

Able to read somewhat longer prose of several paragraphs in length, particularly if presented with a clear underlying structure. The prose is predominantly in familiar sentence patterns. Reader gets the main ideas and facts and misses some details. Comprehension derives not only from situational and subject matter knowledge but from increasing control of the language. Texts at this level include descriptions and narrations such as simple short stories, news items, bibliographical information, social notices, personal correspondence, routinized business letters and simple technical material written for the general reader.

## **WRITING**

### **Intermediate High**

Writers at the Intermediate-High level are able to meet all practical writing needs such as taking notes on familiar topics, writing uncomplicated letters, simple summaries, and compositions related to work, school experiences, and topics of current and general interest. Intermediate-High writers connect sentences into paragraphs using a limited number of cohesive devices that tend to be repeated, and with some breakdown in one or more features of the Advanced level. They can write simple descriptions and narrations of paragraph length on everyday events and situations in different time frames, although with some inaccuracies and inconsistencies. For example, they may be unsuccessful in their use of paraphrase and elaboration and/or inconsistent in the use of appropriate major time markers, resulting in a loss in clarity. In those languages that use verbal markers to indicate tense and aspect, forms are not consistently accurate. The vocabulary, grammar, and style of Intermediate-High writers essentially correspond to those of the spoken language. The writing of an Intermediate-High writer, even with numerous and perhaps significant errors, is generally comprehensible to natives not used to the writing of non-natives, but gaps in comprehension may occur.

### **Advanced-Low**

Able to meet basic work and/or academic writing needs, produce routine social correspondence, write about familiar topics by means of narratives and descriptions of a factual nature, and write simple summaries. Advanced-Low writers are able to combine and link sentences into texts of paragraph length and structure. Their writings, while adequate to satisfy the criteria of

the Advanced level, may not be substantive. Writer at the Advanced-Low level demonstrate an ability to incorporate a limited number of cohesive devices but may resort to much redundancy, and awkward repetition. Subordination in the expression of ideas is present and structurally coherent, but generally relies on native patterns of oral discourse or the writing style of the writer's first language. Advanced-Low writers demonstrate sustained control of simple target-language sentence structures and partial control of more complex structures. When attempting to perform functions at the Superior level, their writing will deteriorate significantly. Writing at the Advanced-Low level is understood by natives not used to the writing of non-natives although some additional effort may be required in the reading of the text.

#### SAMPLE TEXT

Kienzle, Beverly Mayne and Teresa Méndez-Faith. *Panoramas literarios. España*. Boston: Houghton Mifflin Company, 1998.

#### SAMPLE ASSESSMENT OF PERFORMANCE

There will be five major examinations, quizzes (announced and unannounced), essays (compositions), speaking activities, and homework assignments.

#### SAMPLE ESSAY / COMPOSITION GUIDELINES

You will write five compositions during the semester, based on the following assigned readings from the text. The length may vary from one and one-half to two pages, typed and double-spaced. The compositions are to be written in Spanish. You may use sources for literary criticism other than the material in the text, but **you must document all sources (including quotations from the reading passage and commentary from the text) according to MLA style**. The compositions will be graded for content and linguistic accuracy. See **Key Assessment Rubric: Essay** at the end of the syllabus for additional criteria.

The topics and reading selections are:

**Composición 1** – Fernando de Rojas, *La Celestina*, págs. 44-75      Analiza el papel de los varios personajes en la obra y explica cómo se relaciona cada uno con Celestina. También, se ha observado que «la relación entre Calisto y sus sirvientes refleja un cambio importante en las ideologías y estructuras sociales de la época en que se escribió la obra (pág. 76)». Comenta esta relación en el contexto del análisis de los personajes.

**Composición 2** – Lope de Vega y Carpio, *Fuenteovejuna*, págs. 127-151      ¿Cuál es el tema principal de *Fuenteovejuna* y cómo se desarrolla en el argumento del drama. ¿Qué importancia tienen el Rey y la Reina? ¿Quién es el verdadero protagonista de la obra? ¿Por qué?

**Composición 3** – José Cadalso, *Carta XXXVIII*, págs. 185-187 y Mariano José de Larra, *Vuelva usted mañana*, págs. 197-205  
Compara las técnicas satíricas de que se sirven José Cadalso y Mariano José de Larra en sus obras para criticar la sociedad española de sus épocas respectivas.

**Composición 4** – Ramón María del Valle-Inclán, *Un ejemplo*, págs. 289-292      Analiza el significado de lo «milagroso» o lo «sobrenatural» en el cuento.

**Composición 5** – Ramón Sender, *Pablo, el malagueño*, págs. 387-397      Escribe un comentario analítico sobre la biografía de Picasso según la versión de Sender, y explica cómo, según Sender, Picasso se distingue de otros artistas.

#### ACADEMIC HONESTY

Please review the Valdosta State University statement on Academic Honesty:

<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>. The statements and policies published in all sections of this site will be observed and enforced in this class.

#### GRADING SCALE

90 - 100 A  
80 - 89 B  
70 - 79 C  
60 - 69 D  
0 - 59 F

#### SAMPLE GRADE COMPONENTS

Essay Exams / Compositions / Analyses	75%
Class Performance (Attendance, Preparation, Participation)	5%
Quizzes / Class Activities / Homework / Speaking	20%

Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Farber Hall. The telephone numbers are (229) 245-2498 (voice) and (229) 219-1348 (tty). Students requiring accommodations should discuss this need with the professor at the beginning of the semester.

<b>Course Outcomes</b>	<b>Assessment Instruments Used to Measure</b>	<b>Types of Assessments</b>	<b>ACTFL/NCATE Program Standards</b>	<b>VSU General Education Outcomes</b>	<b>Major Program Outcomes</b>
<b>1</b>	Class Activities, Quizzes, Essay Exams and Compositions	Formative written and oral assessments Summative activities	1.a, 1.b	2, 6, 7	1, 2, 3, 4, 6, 7, 8
<b>2</b>	Class Activities, Quizzes, Essay Exams and Compositions	Formative written and oral assessments Summative Activities	1.a., 1.c	2, 6, 7	1, 2, 3, 4, 6, 7, 8
<b>3</b>	Class Activities, Quizzes, Essay Exams and Compositions	Formative written and oral assessments Summative Activities	1.a, 1.b, 2.a	2, 6, 7	1, 2, 3, 4, 5
<b>4</b>	Class Activities, Quizzes, Essay Exams and Compositions	Formative written and oral assessments Summative Activities	1.a, 1.b, 1.c	2, 6, 7	1, 2, 3, 4, 6, 7, 8
<b>5</b>	Class Activities, Quizzes, Essay Exams and Compositions	Formative written and oral assessments Summative Activities	2.a, 2.b	2, 6, 7	1, 2, 3, 4, 6, 7, 8
<b>6</b>	Class Activities, Quizzes, Essay Exams and Compositions	Formative written and oral assessments Summative Activities	1.a, 1.b, 2.c	2, 6, 7	1, 2, 3, 4, 6, 7, 8
<b>7</b>	Class Activities, Quizzes, Essay Exams and Compositions	Formative written and oral assessments Summative Activities	1.a	3	6, 7, 8, 9

**Comprehensive Assessment Rubric (To be completed for every student)\***

	4	3	2	1
<p>Task completion</p> <p><i>Self-directedness and thoroughness in fulfilling the requirements of the situation</i></p> <p>Score =</p>	<p>Completes all required tasks without prompting or questioning by the instructor. Provides most details/data essential to the transaction.</p>	<p>Completes most required tasks without prompting. Needs to be questioned to provide some details/data essential to the transaction.</p>	<p>Completes some required tasks without prompting. Needs to be questioned to provide many details/data essential to the transaction.</p>	<p>Completes very few required tasks without excessive prompting. Needs to be questioned to provide most details/data essential to the transaction.</p>
<p>Comprehension and Interpersonal Communicative Strategies</p> <p><i>Active participation and responsiveness in conversation; Ability to clarify misunderstanding</i></p> <p>Score=</p>	<p>Consistently participates actively and responds in conversation; usually clarifies by asking questions. Responds appropriately to unexpected complications.</p>	<p>Almost always participates actively and responds in conversation; often clarifies by asking questions.</p> <p>Hesitates a bit in comprehending unexpected complications, but then responds appropriately.</p>	<p>Often participates actively and responds in conversation. May avoid attempts at clarification.</p> <p>Hesitates a great deal in comprehending unexpected complications and/or does not respond appropriately.</p>	<p>Rarely participates actively or responds in conversation. Avoids any attempt at clarification.</p> <p>Shows evidence of not comprehending unexpected complications and/or cannot respond to them at all.</p>
<p>Vocabulary</p> <p><i>Appropriate, varied, and rich use of words in context</i></p> <p>Score =</p>	<p>Consistently uses appropriate and logical vocabulary for the context. Uses a broad range and variety of vocabulary.</p>	<p>Almost always uses appropriate and logical vocabulary for the context. Uses a somewhat limited range and variety of vocabulary.</p>	<p>Often uses appropriate and logical vocabulary for the context.</p> <p>Uses a more limited range and variety of vocabulary.</p>	<p>Rarely uses appropriate or logical vocabulary for the context.</p> <p>Uses a clearly limited range and variety of vocabulary.</p>
<p>Grammar</p> <p><i>Accurate word order, verb endings, noun/adjective agreement</i></p> <p>Score=</p>	<p>Consistently uses well-constructed sentences. Controls almost all verb conjugations and consistently observes agreement.</p> <p>Almost perfect; some minor, very few major errors.</p>	<p>Almost always uses well-constructed sentences. Controls most verb conjugations and almost always observes agreement.</p> <p>Majority of structures are accurate.</p>	<p>Often uses well-constructed sentences. Controls some verb conjugations and frequently observes agreement.</p> <p>Approximately half of structures are accurate.</p>	<p>Rarely uses well-constructed sentences. Controls very few verb conjugations and rarely observes agreement.</p> <p>Less than half of structures are accurate.</p>
<p>Comprehensibility</p> <p><i>Degree to which the language produced is understandable to a native speaker</i></p> <p>Score =</p>	<p>Pronunciation is consistently correct, especially in terms of vowel sounds. Very few words are mispronounced, and there is very little English interference. Very few brief pauses to reorganize thoughts. Message totally comprehensible.</p>	<p>Pronunciation is almost always correct. Some words are mispronounced, there is some English interference, but utterances are still understandable.</p> <p>One or two pauses of somewhat considerable length. Majority of message is comprehensible.</p>	<p>Pronunciation is often correct. Many words are mispronounced, there is a lot of English interference which often makes utterances difficult to understand. Several pauses of more considerable length. Approximately 1/2 of message is comprehensible.</p>	<p>Pronunciation is rarely correct. Most words are mispronounced, English is used, and most utterances are not understandable.</p> <p>Number and length of pauses distracts significantly. Less than 1/2 of message is comprehensible.</p>
Total raw score		Converted score		

\*This rubric was adapted with slight modifications with the permission of Dr. Eileen Glisan of the Department of Spanish (Teacher Education Program) at the Indiana University of Pennsylvania.

**Sample Key Assessment Rubric: Essay\***

		<b>TARGET</b>	<b>ACCEPTABLE</b>		<b>UNACCEPTABLE</b>
		<b>13-15</b>	<b>HIGH 11-12</b>	<b>LOW 9-10</b>	<b>7-8</b>
<b>Content and Consideration of Reader</b>	_____ out of 15 points	Interesting content and presentation; ideas well conceived and developed with sufficient examples. Consideration of potential reader readily apparent.	Some interesting content; points not sustained or not fully developed. Consideration of potential reader not always apparent.	Conventional ideas or clichés; little supporting detail included. Consideration of reader rarely apparent.	Cursory; gives the impression of writing just to complete the assignment. Consideration of reader not apparent.
		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>
<b>Structure, Logic and Transitions</b>	_____ out of 5 points	Logical progression of ideas with well-executed transitions.	Logical progression of ideas but often lacks transitions.	Gaps in logic or no transitions.	Disorganized; appears to have been written as thoughts occurred to the writer.
		<b>9-10</b>	<b>7-8</b>	<b>6</b>	<b>4-5</b>
<b>Grammatical Accuracy</b>	_____ out of 10 points	Appropriate level of complexity in syntax with very few errors, if any.	Confined to simpler sentences or structures with very few errors OR shows variety and complexity in syntax with errors that do not affect comprehensibility.	Errors frequently affect comprehensibility.	Message is largely incomprehensible due to inaccurate grammar, which alters or obscures it, OR reader must know English to comprehend much of the message.
		<b>10</b>	<b>8-9</b>	<b>6-7</b>	<b>4-5</b>
<b>Vocabulary</b>	_____ out of 10 points	Uses sufficient, appropriate, and varied vocabulary; English influence not apparent.  Excellent use of vocabulary from assigned chapter	Usually uses appropriate vocabulary with some variety; some errors in usage that do not affect the message. Good use of vocabulary from assigned chapter.	Often uses inappropriate or non-specific vocabulary (e.g. overuse of <i>cosa</i> in place of specific terms); lack of variety in word choice. Little use of vocabulary from chapter.	Uses only elementary vocabulary; creates nonexistent words from English OR uses words in English.
		<b>5</b>	<b>4</b>	<b>3</b>	<b>0</b>
<b>Idioms</b>	_____ out of 5 points	Uses a rich variety of Spanish idioms; no literal translations of English idioms.	Uses Spanish idioms occasionally; no literal translations of English idioms.	Avoids Spanish idioms altogether; no literal translations of English idioms.	Translates English idioms verbatim.
		<b>5</b>	<b>4</b>	<b>2-3</b>	<b>0</b>
<b>Punctuation, Spelling, and Presentation</b>	_____ out of 5 points	Correct spelling (including accents) and punctuation; neatly typed with correct format as specified (MLA).	Occasional mechanical errors.	Frequent mechanical errors.	English spelling and punctuation: no accents; mechanical errors in most sentences.
<b>Total</b>	_____ out of 50 points				

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