

## AP Spanish Literature and Culture

Profe. Faddul

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### Course Overview

The AP Spanish Literature course covers an overview of Hispanic literature from the medieval period through the 20th century. Both Peninsular and Latin American authors are represented in the genres of poetry, drama, short stories and novels. Students also learn to read, understand and discuss literary analysis and criticism through the writings and commentaries of experts in the field. This course will be taught entirely in Spanish. Students will read and discuss each of the works included on the required AP Spanish Literature reading list. **Required works:** [Click here](#)

In the course, each student will:

- Read and study the major literary movements and writers of Spanish and Latin American literature.
- Learn key vocabulary, terminology and techniques used to effectively discuss and analyze Hispanic literature and literary criticism.
- Read, write and speak in proper Spanish.
- Learn to write, think and speak critically.
- Understand works of prose, poetry and drama in their social, historical and cultural contexts.

The course explicitly addresses the six AP overarching themes, as shown below:

- Las sociedades en contacto
- La construcción del género
- El tiempo y el espacio
- Las relaciones interpersonales
- La dualidad del ser
- La creación literaria

Please read [EXAM CONTENT](#).

### Required Materials

- Three-ring binder
- Notebook

### Required Textbook

1. Bowen y Bowen, Abriendo puertas: Ampliando perspectivas Houghton Mifflin Harcourt, 2013

### Audio and Video Sources for the consideration of the cultural context

Selected scenes from the following movies used to support certain reading selections in class:

La casa de Bernarda Alba, Il Postino, Don Quixote, El Lazarillo de Tormes, etc.

Power Point slide shows on La Época Medieval, Poesía del Renacimiento, El Siglo de Oro, y El Barroco to reinforce the historical and cultural eras.

### Student Activities

The course teaches students the techniques of literary analysis and a basic vocabulary of critical terms.

**I. Graphic Organizers:** After each reading, students fill out a graphic organizer or “Ficha literaria” depending on the genre:

Prosa (Narración)	Poesía	Obras de teatro
Título, autor, época, contexto cultural, temas, personajes, resumen del argumento, desarrollo, ambiente, lenguaje, culminación y desenlace, punto de vista, tono.	Título, poeta, época, contexto cultural, temas, versificación, ritmo, rima, arte menor o mayor, estrofas, breve resumen en prosa, imágenes sobresalientes, imágenes sensoriales, recursos poéticos (paradoja, epíteto, prosopopeya, polisíndeton, encabalgamiento, etc.)	Título, autor, época, contexto cultural, temas, personajes, resumen del argumento, desarrollo, ambiente, lenguaje, culminación y desenlace, tono, acotaciones.

## II. Student Essays

Students are assigned essays designed in the format used on the AP literature Exam. Some of these are done at home and some are timed essays in class. In their essays, they analyze prose or poetry, emphasizing the imagery and literary terms, and demonstrate how the author reflects the time period and themes in his/her writings.

## III. Other Student Activities

1. Individual and Group Oral Presentations
2. Internet investigations on selected authors wherein students investigate the historical background of the author’s country and life, activities and aspirations, and literary figures/movements that influenced their writings. This is presented with a Power Point presentation.
3. Perform selected scenes from different theatrical works.
4. Poster creations: i.e. poetry or storyboards that include a title, illustration, quote, and thematic analysis.

## IV. Student Evaluation

- I. Each semester the students are required to write a number of essays inside and outside of class. The writing prompts for these essays are modeled on the format of the AP Spanish Literature Exam. The essays done in class are timed writings and are critiqued by the teacher. In their essay writing, students must demonstrate proper usage of literary terms and and/or poetic devices.
- II. Other means of assessing students during the year are:
  - Short quizzes
  - Post-reading comprehension questions
  - Oral presentations on poetry, authors’ lives and cultural context
  - Vocabulary quizzes on literary terms and poetic devices
  - Ongoing assessment of organizers, and “fichas literarias”
  - Semester finals using questions from previous AP Exams

### Grading policies:

**Grading: Total Points - I do not weight grades, each assignment carries the same weight, but tests, quizzes, and projects are worth more points.**

1. **Quizzes/Exams:** Quizzes and exams will be given on a regular basis with plenty of notice and will vary in point value. These will include writing, listening, and speaking assessments.

2. **Class participation:** Your class participation will be evaluated through active participation on class discussions, series of written, speaking, and listening assessments.

3. **Homework:** I will assign completion homework and graded homework. I reserve the right to collect and/or quiz any homework assignment that I give you.

***\*Your quarter grade will be considered an “in-progress” grade. Your semester grade will be calculated based on 80% of your grade at the end of the semester, and 20% of your final exam grade.***

### Classroom responsibilities:

**Be respectful and have a positive attitude** – Attitude is everything – have a positive one and wear a smile. The best way to learn a language is through speaking! Everyone will make mistakes; it is part of the learning process. Mistakes are permitted, disrespect is not. Spanish is the official language of class! **¡Habla en español y sé positivo!**

**Arrive to class on time and ready** – This means being seated with your materials for class ready when the bell rings. You will be considered tardy if you are not in the classroom when the bell rings. Come to class every day with ALL the required materials. Have your homework completed BEFORE you arrive to class! **¡Haz tu tarea!** Loss of participation points and/or detentions will be given for arriving to class unprepared/late.

**Cell phones** – You may not use cell phones at ANY time, unless given permission by the teacher.

**Infinite Campus** – It is important to check your grade regularly to monitor your progress in class, as well as to check for any missed assignments. It is your responsibility as a student to keep track of your work and your grades. Please contact me **outside of class** if you have any questions or concerns about your grades. Please know that any emails sent during the week after 5:00pm will not be received until the next morning and any sent over the weekend may not be received until Sunday night.

**Do your own work** – Copying and cheating will result in a zero on all tests and assignments. Editing by tutors, native speakers, *online translators*, family who speak Spanish, etc. is prohibited. Use of these will result in a dean’s referral for academic dishonesty, as well as a grade penalty.

**Chromebooks/Digital Devices** - Chromebooks will be used frequently to access course information, facilitate group work, and to present information to peers. Students will keep digital devices closed unless explicitly required for class.

Students caught using off-task websites will lose the privilege of using Chromebooks for the day, and for repeat offenses, indefinitely. Your participation may be negatively impacted and may even invalidate a grade on an assignment or assessment.

**Make up work** – If you know that you are going to be absent ahead of time, make sure to speak with me or email me ahead of time. Check the website for assignments you may have missed **BEFORE** emailing to ask me. I will adhere to District 113 guidelines in regards to late work grading procedures.

**Website** – I will be using Schoology to list homework, attach assignments and post announcements.

Profe. Faddul's free periods: 2, 4, 5 and 8 before and after school by appointment.

There is a ton of Spanish and fun to be had this year and I am glad to have you in class! I believe that each student has the ability to learn. My job is to support you. I will do my best to do so. If you need to share with me something that can make your experience better, I would love to hear it.