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|--------------------------------|-----------------------------------|
| <b>Course</b>                  | Introduction to Literary Analysis |
| <b>Program</b>                 | Study Abroad                      |
| <b>Credits</b>                 | 3 USA / 4.5 ECTS                  |
| <b>Office Hours</b>            | By appointment                    |
| <b>Requirements</b>            | Intermediate Spanish              |
| <b>Language of instruction</b> | Spanish                           |
| <b>Type of teaching</b>        | In person                         |

## INTRODUCTION

Students in this course will finish the course highly qualified to develop all the skills related to communication in both the personal and professional spheres. In the professional field, this course orients the student towards sectors that imply a knowledge of literature in Spanish. These include linguistic and literary planning and consulting, media management and consulting, international relations, diplomatic representation, tourism and cultural management, publishing, or activities related to translation and interpretation.

## COURSE DESCRIPTION

The course is oriented to North American students who wish to have a first approach to the analysis of literature written in Spanish. The objective of the course is to foster and articulate a critical and analytical view of the literary phenomenon itself, its inner workings, and its links to the historical, social, cultural, and ideological contexts in which literature is generated.

Text commentary will be used as a fundamental tool to delve into the rhetorical mechanisms that make up the texts presented in class. These texts will cover the different traditional literary genres: dramatic (theater), narrative (novel and short story) and lyric (poetry). Likewise, the different literary currents of the works studied in class will be explained in order to better contextualize the texts. For this reason, the structure of the course tries to integrate the different artistic manifestations, so that the student can identify them in the literary texts of different periods. The essential stylistic characteristics of each author will be studied, he/she will be placed within a specific period or movement and fragments of his/her most important titles will be read.

At the end of the course, the student will acquire the ability to develop a critical and personal commentary that demonstrates in a practical way the knowledge acquired.

## COMPETENCES

### General competences (GC):

GC1: Describe and analyze the literary features, themes, styles and symbols used in the literary works that are the object of study, relating these characteristics to the context in which the production and reception of the work is inscribed.

GC2: Synthesize and describe the evolution of Spanish literature from its origins to the present day, through the study of a substantial number of authors and texts from different historical periods, genres and movements.

### Specific competences (SC):

SC1: Read and understand literary texts in Spanish.

SC2: Comment and argue with original ideas the texts read, orally or in writing.

SC3: Analyze the most relevant stylistic characteristics of the main authors in order to adequately place literary works within the movement, style and period in which they were written.

SC4: To develop the critical ability to express opinions.

SC5: To know the most relevant works of the Hispanic literary canon, as well as their characteristics and the most influential authors.

SC6: To present and defend both in writing and orally the knowledge acquired.

SC7: Acquire a global and linear knowledge of the history of Hispanic literature.

## METHODOLOGY

Theoretical-practical lessons will be based, mainly, on the information of the class material, being completed with explanations and extra information provided by the teacher. The objective is to achieve a significant learning of the contents, that is why it is very important to take into account the previous ideas of the students, in order to use a flexible methodology. It is expected that there will be a diversity of students in the classroom, therefore, when necessary, individual adaptations will be made. The methodological strategy to be followed will be the following:

- As pre-class work, students should have read the class material indicated for that day, so that students can follow the theoretical explanation without too much difficulty.

- At the beginning of the session there will be a brief theoretical introduction of the concepts to be covered, trying to relate them to the previous knowledge of each student.
- Then, the basic concepts of the material previously read by the students will be explained in more detail, with their participation, making it a dynamic and interactive explanation.
- Once this information has been assimilated, the students will have to apply it to practice by analyzing and commenting on texts selected by the teacher. These texts do not constitute a closed dossier; the teacher is open to suggestions from the students.
- Finally, conclusions will be drawn and a comparison will be made with other authors and texts.

## PREPARATION FOR CLASS

For the best performance of the course, each day the student should come to class prepared, having done the readings assigned in the syllabus. Working on the readings before coming to class prepares you to ask questions and give opinions on the subject matter in class. Therefore, it is recommended that you:

- Reading the assigned topics before class.
- Reflecting on questions that may lead to interesting discussions.
- Taking notes during class explanations and discussions.

Work at home is very important as it will allow the student to anticipate the contents. It will basically involve reading the information provided and doing the comprehension exercises. This task is key to follow the rhythm of the class, thus facilitating comprehension. With this way of working, it is intended that the student comes to class familiar with certain technical vocabulary, with the names of the most important writers and some of their most representative works.

## EVALUATION

The course will be evaluated trying to combine different evaluation systems, so that all students can develop their abilities. The student's continuous work is the key to achieve this. Consequently, the global evaluation will be the sum of the following sections:

- Participation: it must be active, that is, the student must not only ask his/her doubts, but also make comments and analyze the literary texts in group or individually. In addition, the student must read the texts assigned by the professor and do the exercises related to the text. The student is expected to demonstrate maturity and responsibility in the classroom so gestures, passive attitude (such as sleeping in class, for example) or having inappropriate behaviors in the classroom may have a negative impact on the grade of this section.
  - The total percentage of this section is 10%.
- Final project: students, in small groups, will write a micro-theater play.
  - The total percentage of this section is 30%.

- Home work: The student will do the following work at home:
  - Make a text commentary of a fragment of the play *La casa de Bernarda Alba*, by Federico García Lorca.
  - Write a short story.
  - Write a sonnet.
- The total percentage of this section is 30%.
- Midterm Exam: It will take place in the middle of the course (see date in the class schedule) and will cover the content studied up to that moment.
  - The total percentage of this section is 15%.
- Final Exam: It will take place at the end of the course (see date in the class schedule) and will not be of a cumulative nature.
  - The total percentage of this section is 15%.

If the professor detects copying or plagiarism in the exam or in any of the works and activities described, the student will receive a grade of zero and will not have the option of any type of recovery.

The professor reserves the right to give "surprise exams" whenever he/she deems it appropriate. These exams will always be at the beginning of the class and will be very brief (five minutes more or less). They will be valued as an additional homework grade.

## EVALUATION

The evaluation of this course is as follows:

|                       |      |
|-----------------------|------|
| PARTICIPATION         | 10 % |
| FINAL PROJECT         | 30 % |
| TASKS AND ASSIGNMENTS | 30 % |
| MIDTERM EXAMS         | 15 % |
| FINAL EXAMS           | 15 % |

## ATTENDANCE

Class attendance is MANDATORY. If the student is absent more than the allowed limit (1 absence) in the summer program and (2 absences) in the fall and spring programs, his/her final grade will be reduced by 10 points for each absence that has not been excused by a doctor's note or by his/her Program Director. It will be the student's responsibility to individually prepare the material taught in class on the days he/she is absent.

## STUDENTS WITH SPECIAL NEEDS

Students with special needs can contact Antonio Fernández: [antonio.fernandezm@uah.es](mailto:antonio.fernandezm@uah.es). Instituto Franklin-UAH has the necessary measures in place to help those students who can prove, by means of a medical certificate, that they have special needs.

## USE OF TECHNOLOGY IN CLASS

Technology in the classroom is essential today. However, if used inappropriately, it can be detrimental to student learning. For example, checking email, chatting with other users, surfing the web for purposes other than class content, etc... Misuse of these tools can also distract other classmates, so only taking notes on the computer is allowed. For any other use, permission must be requested from the teacher.

## CLASS SHCEDULE

| SUBJECT OF STUDY  | ASSIGNMENTS                |
|---|----------------------------|
| Presentation of the syllabus. Introduction to literature and literary genres. | Practical activities       |
| Characteristics of the dramatic genre   | Practical activities       |
| <i>La vida es sueño</i> , by Pedro Calderón de la Barca                       | Text commentary activities |
| <i>Don Juan Tenorio</i> , by José Zorrilla                                    | Text commentary activities |
| Characteristics of the narrative genre (I)                                    | Practical activities       |

|   |                            |
|---|----------------------------|
| Characteristics of the narrative genre (II)                                   | Practical activities       |
| <i>El Conde Lucanor</i> , by Don Juan Manuel                                  | Text commentary activities |
| Writing a short story   | Writing a short story      |
| <i>El Lazarillo de Tormes</i> , anonymous                                     | Text commentary activities |
| <b>Midterm exam</b>   |                            |
| <i>El ingenioso hidalgo don Quijote de la Mancha</i> , by Miguel de Cervantes | Text commentary activities |
| Characteristics of the lyric genre (I)  | Practical activities       |
| Characteristics of the lyric genre (II)                                       | Practical activities       |
| Characteristics of the lyric genre (III)                                      | Practical activities       |
| <i>Coplas a la muerte de su padre</i> , by Jorge Manrique                     | Text commentary activities |
| Sonets de Garcilaso by la Vega and Luis de Góngora                            | Text commentary activities |
| Writing a sonet   | Writing a sonet            |
| Sonets by Francisco de Quevedo  | Text commentary activities |
| Poems by Antonio Machado and Federico García Lorca                            | Text commentary activities |
| <b>Final exam</b>   |                            |

NOTE: this schedule may be modified for various reasons, such as, for example, the development of the course or the level of Spanish of the students. These modifications will be immediately communicated to the students and the professor will make the appropriate adaptations for the correct functioning of the course.

## BIBLIOGRAPHY

- VIRGILLO, C., VALDIVIESO, T.L. y FRIEDMAN, E.H. (2011) *Aproximaciones al estudio de la literatura hispánica*. 7th Edition. McGraw-Hill, Inc. USA.
- ARLANDIS, S. y REYES-TORRES, A. (2013). *Textos e interpretación: Introducción al análisis literario*. Barcelona: Anthropos Editorial.
- LÁZARO CARRETER, F. y CORREA, E. (1977). *Cómo se comenta un texto literario*. Madrid: Cátedra.

## WE SPEAK ONLY IN SPANISH

In the class we will only speak in Spanish. The use of English in the class would prevent the total immersion of the student in the Spanish learning process. In addition, it is important to note that in order to understand and enjoy the class we ask you to make an additional effort to adapt the terminology with the sole purpose of familiarizing yourself with the characteristic languages of the subject. For a better understanding of the class we recommend a high level of Spanish.