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BOOKER T. WASHINGTON
High School For The Performing And Visual Arts

Booker T. Washington High School for the Performing and Visual Arts
English & World Languages Department

2015-2016 School Year (August 24 – June 3)
AP Spanish V

Instructor: **Jennifer Duffy, M.A. Spanish Linguistics**

Contact Information:

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Tutoring Hours: M – TH 8:45 a.m. – 9 a.m.
(Less an event of scheduling conflict.)
M – TH 4:15 p.m. – 4:45 p.m.

Course Description:

AP Spanish Literature and Culture

Course Overview (from the College Board)

The AP Spanish Literature and Culture course is a survey course which covers the six AP Spanish Literature themes and the entire reading list outlined within the AP Spanish Literature Curriculum Framework. The works are presented in chronological order with the aim of integrating the historical themes and literary movements of the different time periods, and highlighting the schools of literature to which each piece belongs as well as the author's style and the characteristics of each selection. The two main texts, *Abriendo Puertas* volumes I and II, provide students with the socio-cultural context necessary to fully comprehend each piece. Abridged versions of the texts are not used; the instructor provides the students with the full text in its original version. The course and its activities are intended to teach and enhance a student's ability to acquire, identify, understand, discuss, interpret and analyze the form and content of literary works of prose, poetry and drama along with the literary terms and conceptual aspects of art and history of the time. The lessons are designed to help students interpret the figures of speech, tone, genre, style, characters, themes and literary symbols in an effort to develop their analytical and interpretative skills.



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Course Objectives

The objectives of this course are to:

- Foster students' appreciation for the richness of the Spanish language and Hispanic literature and culture.
- Provide opportunities for students to use the three modes of communication in the process of learning how to analyze a literary text.
- Provide opportunities for student reflection on the relationship of a reading selection to its artistic, historical, social, and cultural contexts.
- As a result, the students will be prepared to take the AP Spanish Literature and Culture Exam at the end of the year.

The following procedures have been set in order to attain these objectives:

1. After establishing the essential questions and readings, the students are presented with activities, quizzes, and tests that link the literary works and the six AP themes and a variety of the sub-themes.
2. In addition to timed essays written in class, students are assigned essay prompts similar to those of the AP Spanish Literature Exam. These essays and the take-home essays consist of: Poetry Analysis, Thematic Analysis (analysis, compare and contrast) and Text Analysis (short answers to open ended questions, analysis of critical commentary). Student responses are weighted for organization, content, historical connections, analysis and language usage, following the AP scoring guidelines.
3. Students need to master not only the literary terms and rhetorical devices, but also make explicit connections between the devices and the overall themes represented. Emphasis will be placed on the integration of the author's use of devices and the overarching message he/she intends to convey through the rich vocabulary in the texts and its context.
4. Students will be presented with the six overarching themes and sub-themes presented in the AP Spanish Literature Framework and will make several levels of connections in order to develop a deeper understanding.
5. Readings will continuously be compared and contrasted by theme, historical context and artistic representations to help students develop an analytical understanding.

Real-life Language and Culture

Students are required to engage in real-life activities outside the classroom to enrich their Spanish literature and culture experiences. They complete activities that interest them throughout the year for their Literature and Culture Portfolio. Options include but are not limited to: attending an art exhibit, musical show or play; regular correspondence through email, Skype or Face Time with heritage speakers in a Spanish-speaking country; viewing of important events involving target language



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speakers, such as a president's acceptance speech or a national celebration of a country's independence; and visits to university campuses for special events, hosting a student from a Spanish-speaking country; visiting area businesses and learning about opportunities with Spanish, and more. Students must provide acceptable evidence of their engagement as described in the Language and Culture Portfolio Guidelines.

When possible, the instructor will organize opportunities for the students to tutor Spanish-speaking students at nearby elementary schools or to help their parents to interpret school communications. Additionally, students will be partnering with Spanish House elementary school once a semester to teach a mini-lesson or collaborate on a community project.

Teaching Strategies

Participation:

Activities may begin as teacher-led discussions but mostly end as student-led discussions. Students are given the opportunity to offer opinions and support them, ask questions, ask for clarification, and discuss the material with each other in pairs, small groups, and as an entire class.

Integrated skills:

Most class activities are integrated. Example: A lesson may begin with a reading activity in the interpretive mode, continue with discussion in the interpersonal mode, add in a listening task in the interpretive mode, and then culminate with a written presentational activity that integrates the reading, listening, and discussion materials. Other times the writing is a pre-reading activity that prepares students for the reading and discussion. A variety of strategies and integrated skills are present throughout the course.

Course Themes

Las sociedades en contacto (la asimilación y la marginación; la diversidad; las divisiones socioeconómicas; el imperialismo; el nacionalismo y el regionalismo)

- ¿De qué manera las perspectivas de una cultura afectan la representación de eventos históricos?
- ¿Cómo se resisten (o se asimilan) los miembros de una minoría cultural a las costumbres y las perspectivas de la mayoría dominante?
- ¿Cómo se representan en obras literarias de distintos períodos y diversas culturas las relaciones entre grupos socioculturales (clases sociales, grupos étnicos, etc.)?

La construcción del género (el machismo; las relaciones sociales; el sistema patriarcal; la sexualidad; la tradición y la ruptura)

- ¿Cómo revela la literatura los cambios en la percepción de los géneros masculino y femenino?



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- ¿De qué manera han servido los factores socioculturales como instrumentos de cambios (o no) en la representación de los géneros?
- ¿Cómo ha cambiado la representación de lo femenino (voces femeninas, personajes femeninos) a lo largo de la historia de la literatura?

El tiempo y el espacio (*el carpe diem y el memento mori*; el individuo en su entorno; la naturaleza y el ambiente; la relación entre el tiempo y el espacio; el tiempo lineal y el tiempo circular; la trayectoria y la transformación)

- ¿Cómo presentan las literaturas de distintas culturas los conceptos del tiempo y el espacio?
- ¿De qué manera los autores se valen del tiempo y el espacio para construir una variedad de estados de ánimos o sentimientos (p. ej. la desorientación, la nostalgia, el remordimiento)?
- ¿Cómo se relacionan la representación del espacio y el manejo del tiempo en una obra literaria?

Las relaciones interpersonales (La amistad y la hostilidad; el amor y el desprecio; la comunicación o falta de comunicación; el individuo y la comunidad; las relaciones de poder; las relaciones familiares)

- ¿De qué manera se transforma el/la protagonista de una obra a consecuencia de sus relaciones con otros personajes?
- ¿De qué manera los individuos perjudican o contribuyen al bienestar de la familia o la comunidad?
- ¿Cómo influye el contexto sociocultural en el desarrollo de las relaciones interpersonales?

La dualidad del ser (la construcción de la realidad, la espiritualidad y la religión; la imagen pública y la imagen privada; la introspección; el ser y la creación literaria)

- ¿Qué preguntas plantea la literatura acerca de la realidad y la fantasía?
- ¿Cómo influye el contexto sociocultural o histórico en la expresión de la identidad?
- ¿Cuál es el significado de la vida (para un personaje, para un autor) y cómo se relaciona esto con las creencias o ideas en cuanto a la muerte?

La creación literaria (la intertextualidad; la literatura autoconsciente; el proceso creativo; el texto y sus contextos)

- ¿Qué factores motivan a los escritores a crear sus obras literarias?
- ¿De qué manera la intertextualidad contribuye al significado de una obra literaria?
- ¿Cómo influye en la experiencia de los lectores la presencia de la literatura misma como tema de una obra literaria?



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Grading Scale

Most assessments will be graded based on the AP grading scale of 1-5. The student is expected to progress throughout the year and therefore there are two grading scales. Both teacher and student will have one on one time to review the student's portfolio each six weeks and discuss their progress.

Assignment	Weight
Classwork/Homework/News Report/Participation	40%
Essays/Tests/Oral Assessments	25%
Portfolios	20%
Six-Week Unit Test	15%

Fall 2015		Spring 2016	
91-100	5	93-100	5
80-90	4	81-92	4
68-79	3	70-80	3
58-67	2	60-69	2
50-57	1	50-59	1

Resources

SUPPLEMENTARY MATERIALS

- Amediavoz.com (for audio poetry)
- Aproximaciones al estudio de la literatura hispánica: Mc Graw-Hill, 2012 (7th Ed.) ISBN 13: 978-0-07-338537-2
- Momentos cumbres de las literaturas hispánicas: Introducción al análisis literario: Pearson Education Inc., 2004 ISBN 0-13-101645-8
- Released exams by College Board
- Artehistoria.com

AUTHOR INTERVIEWS, VIDEOS OR WORKS OF ART

- <http://www.rtve.es/alacarta/videos/la-entrevista/entrevista-ana-maria-matute/591370/>
- <http://www.rtve.es/>
- <http://cervantestv.es/tag/escritores/>
- <http://www.cervantesvirtual.com/>
- <http://www.artehistoria.jcyl.es/>



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TECHNOLOGY FOR COURSE ENCHANCEMENT

- Students create videos for review and analysis: animoto.com
- Audio information and author interview: rtv.es
- Avatar storytelling: Voki
- Vocabulary or concept development:
Wordle or <http://www.tagxedo.com/app.html>
- <http://www.artehistoria.jcyl.es/>

Late and Make-up Work Policy

English and World Languages Department

- If an assignment is missing, teachers will record a missing grade in the gradebook for that assignment. The teacher will enter a grade of zero only if the student submitted the assignment and received zero points.
- In the case of missed classwork due to absence, the student is responsible for requesting, within one class period (usually two school days due to block scheduling), missed work or an alternate assignment from the teacher. The student will be allowed the same amount of time to complete the assignment as students who were present, or an amount of time appropriate to an alternate assignment.
- If the student would miss assignments due the day of a pre-planned absence, such as a performance or college visit, the assignment is due no later than 4:20 p.m. the calendar day prior to the planned absence. For anything assigned during the planned absence, the student is responsible for obtaining the assignment and its details and is subject to the missed classwork policy above.
- For late work not associated with an absence, or when the student misses a deadline for absence-related make up work, the student is given one class period (two calendar days) to complete the work, but that work will incur a 30 percent grade reduction. After that time, the assignment will remain coded as a missing grade, which will count as a zero for the purposes of grade averaging.
- In the case of missed tests or quizzes, the student must arrange for make-up with the teacher within one class day (two calendar days) of the student's return to class. Failure to do so will incur the 30 percent penalty for late work as articulated above.



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Academic Honesty Statement

Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion.

As a pre-college student, you are considered a responsible adult. Your enrollment in an AP course indicates acceptance of the DISD and BTWHS Code of Student Conduct.

Academic dishonesty includes, but is not limited to, cheating on tests, plagiarism and collusion. **Cheating** includes copying from another student's test or homework paper, using materials not authorized, collaborating with or seeking aid from another student during a test, knowingly using, buying, selling, stealing, or soliciting the contents of an unadministered test, and substituting for another person to take a test. **Plagiarism** is the appropriating, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own written work. **Collusion** is the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements. Academic dishonesty is a serious offense and will be handled as such.

Please acknowledge that both you and your parent(s) have read this syllabus:

Student Signature: _____

Parent Signature: _____

The instructor reserves the right to amend this syllabus as necessary.