Welcome to Span 260 digital edition! My name is Lucia Binotti and I will be your instructor this semester. I would like to welcome you with some basic information regarding the course.

Please read the course contract carefully to know what will be expected of you and go over the syllabus to see the order of the lessons and assignments.

IMPORTANT!!! We are not going to use the book Aproximaciones that is assigned to the other SPAN 260 sections. So DO NOT buy the book!! We will instead use this online text http://www.ensayistas.org/cursos.htm

General Expectations
Like all other Spanish courses, Span 260 is a lot of work! Moreover, a literature course requires a little more discipline than a language course. You will be reading literary texts, in their original language and form, and some of these might be challenging. Therefore, you are expected to work on the material on a daily basis and to schedule yourself so that you have time to read the complete text, assimilate the material and participate in class. However, it is worth the work because it will help you solidify the background you built in previous Spanish courses and it will prepare you for future Spanish courses. Span 260 will be very helpful when you take more advanced literature and culture courses at UNC.

In addition, please read carefully:

1. This will be a course with a Project Based Learning Component (PBL). What that means in practice is that throughout the semester part of our work will be conducted collaboratively towards the creation of an end of semester project.

2. A good percentage of the course-work, inside and outside of class will entail peer review and assessment. For each one of our modules there will be a session in which you will edit and correct your work collaboratively.

3. This course takes a Design Thinking/Digital approach to learning. For each one of our modules there will be a Lab session where we will learn to "think" digitally and to "design" with an end user in mind. The course itself is designed to teach you about the methodologies of literary analysis via incremental iterations of the same exercises.

4. We will also use other digital tools, most prominently googledocs and native digital humanities tools TBD.

Study Hints
To be successful in this course, you will need to:

1. Before coming to class, read through the links in the textbook indicated in the syllabus for that day. You should always be prepared for a short quiz on the material assigned.
2. Do all of the activities assigned in the previous class as part of your homework.
3. Write down any questions you might have or things that you want your instructor to further explain. Bring these questions up in class.
4. Submit all your assignments by the stipulated dates.
5. Like all PBL courses that rely on human interaction (yours and mine!) with digital thinking and with innovative tools, you will have to be amenable to and prepared for possible last minute changes, moments of perplexity, and uncertainty about what might happen next. You also will have to count of your reliability and that of your classmates. If you are the kind of person who needs a traditional teaching/learning environment, or who does not deal well with unpredictability, I STRONGLY urge you to change course section RIGHT NOW. For those of you who are ready for a different way of learning, this course will provide plenty of aha! moments and will arm you with all the tools of critical thinking and methodological rigor that you'll need to master your literature courses in the near future as well as your enjoyment of the creative arts for life. And it will teach you to write in Spanish!

Everyone is expected to participate in class and I urge you to do put aside your inhibitions so that you may take full advantage of class time to practice speaking. This will make for a more fruitful and rewarding experience. Also, I will be available to answer any questions you might have and to further discuss/explain things that might not be as clearly explained as you wished.

Communication
I want to emphasize the importance of keeping me informed of any issues that might arise during the semester. You may stop by my office (Dey 334) and talk to me, or contact me via email (lbinotti@email.unc.edu).

Questions
If you have any questions concerning the course, the material or any assignment, please contact me via email: lbinotti@email.unc.edu

Here is the homework I want you to have done before the first day of class:
1. Read these two articles:
   https://www.theguardian.com/books/2016/dec/02/literature-teaches-us-to-understand-the-other?
   Answer the following question and be prepared to discuss your answer in class: “Para ti, ¿Qué es “literatura”? ¿Qué tipo de cosas (objetos, ideas, géneros, etcétera) le viene a la mente cuando piensa en la literatura? ¿Cuál es la importancia de la literatura para una sociedad?”
2. Start getting familiarized with the format of our online textbook. Explore its organization and links. For Tuesday Aug. 29 you will have read the intro to Narrativa
   http://www.ensayistas.org/curso3030/genero/narrativa/

OK. That’s all from me for now. I look forward to working with you and to having a great semester.
SPAN 260.001

Introduction to Hispanic Literary Analysis and Methodology
Lucia Binotti, Romance Languages Dey 334
lbinotti@email.unc.edu

Dey 203 T/R 2-3:15
Office Hours T/R 3:30-4:30

Spanish 260.001 is a methodological introduction to Hispanic Literature. We focus on three specific genres, Narrative, Poetry and Drama, and the course’s goal is to equip the student with the practical abilities to analyze a literary text in Spanish as well as with a basic knowledge of the major historical trends in Hispanic literature from its origins to today.

Course objectives:

1. Learn the processes and terminology of literary analysis in Spanish.
2. Improve oral proficiency in Spanish through conversation and co-creation.
3. Improve written proficiency in Spanish through written assignments and projects.
4. Develop an understanding of the richness and wealth of the Hispanic world literature and arts.
5. Get familiarized with digital tools and methods for humanistic work and research.

Students learn the principles of close-reading analysis, work in a Project Based Learning environment and collaborate on a digital studio suite to create and build experiential and educational resources on Hispanic literature and culture for use in schools, adult education programs, prisons, and other community centers.

The course is organized in 5 modules. The first 3 modules are composed of the same four blocks, respectively addressing a different dimension of the study of literature.

- Block 1 is an introduction to the main literary genre we are studying, namely Narrative, Poetry and Drama.
- Block 2 is a lecture-style introduction main authors and movements pertaining to that genre. We co-create a Power Point together,
- Block 3 is an in-class close reading and textual analysis of selected excerpts from the work of a sample author.
- Block 4 is a writing workshop in which students share their written work and peer-edit it in groups.

The last two modules iterate modules 1 and 2 (Narrative and Poetry) but give away with the general intros, thus being composed of 3 blocks (#s 2, 3 and 4) each instead of 4.
Within a module, each block exposes students to a different style of teaching and a different approach to studying humanities topics in general and Spanish literature in particular.

- Blocks 1 and 2 require students to listen to a general introduction, usually -but not always! - via a PowerPoint. Information provided in blocks 1 and 2 can typically be found in any textbook or in Wikipedia. The information given in these introductions will be processed by the students and subsumed in the Module Preparation Response (MPR) due at the end of each module.
- Block 3, the close reading/textual analysis, confronts students with understanding and interpreting excerpts of the original work. Preparatory reading of the assigned text is compulsory.
- Block 4, the workshop, has students upload their individual Comentarios de Texto (analyses/compositions) on a shared google doc and we spend the class session peer-editing and correcting each other’s work in groups. This constitutes the first draft of your Module Preparation Responses (MPRs), which final version is always due the next time we meet.

**Project Based Learning** is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge. In Gold Standard PBL, Essential Project Design Elements include:

- **Key Knowledge, Understanding, and Success Skills** - The project is focused on student learning goals, including standards-based content and skills such as critical thinking/problem solving, collaboration, and self-management.
- **Challenging Problem or Question** - The project is framed by a meaningful problem to solve or a question to answer, at the appropriate level of challenge.
- **Sustained Inquiry** - Students engage in a rigorous, extended process of asking questions, finding resources, and applying information.
- **Authenticity** - The project features real-world context, tasks and tools, quality standards, or impact – or speaks to students’ personal concerns, interests, and issues in their lives.
- **Student Voice & Choice** - Students make some decisions about the project, including how they work and what they create.
- **Reflection** - Students and teachers reflect on learning, the effectiveness of their inquiry and project activities, the quality of student work, obstacles and how to overcome them.
- **Critique & Revision** - Students give, receive, and use feedback to improve their process and products.
- **Public Product** - Students make their project work public by explaining, displaying and/or presenting it to people beyond the classroom.

The course will be founded on the notion that students learn best when they are stimulated and when they bring their own interests to bear on the course material. Further, students will be expected to approach this course with academic rigor and to expand their skills as scholars and researchers.

**CLASS MATERIALS**
COURSE ASSIGNMENTS & RANGE OF WEIGHTS
The maximum number of percentage points for the course is 100.

1. Active participation                     max 20p
2. Five module preparation responses (MPR) @ 5p each  max 25p
3. Five Lab Deliverables @ 3p each           max 15p
4. Team project presentation                  max 15p
5. Final portfolio (due on the scheduled final exam day) max 25p

A=94-100  B+=87-89  C+=77-79  D+=67-69  F=below 60
A-=90-93  B=84-86  C=74-76  D=64-66
B-=80-83  B-=70-73  D-=60-63

PARTICIPATION
Class discussion is essential to this course. I will circulate a sign-in sheet at the beginning of each class and **any student who does not sign the sheet, or arrives after the circulation is complete, will be considered absent.** I expect that you will **actively participate in the conversations and be prepared for every class meeting by carefully reading and reflecting on the material. I expect that you will challenge the viewpoints of the authors and students in the class, but you must do so in a respectful manner. Since some of the issues might be personally sensitive, please monitor how you express your point of views. You must also be willing to listen to other’s points without taking it personally. The focus should always be on the effectiveness of the arguments. Here are the general criteria for your class participation grade:

A = Always prepared and attentive during class, which translates into relevant contributions to class discussions, yet not dominating. Often gives accurate statements about the material and asks probing questions.

B = Usually prepared and attentive during class. Contributes to class discussion but not consistently. Typically gives accurate observations about the material and occasionally asks probing questions.

C = Somewhat prepared and sometimes inattentive in class. Only occasionally responds to questions and unwilling to offer opinions. Often quiet during class discussions.

D = Often unprepared and inattentive in class. Unable to respond relevantly when asked a question. May interrupt and derail class discussions.

F = Not attending class or seriously derails or interrupts discussions.

CRITERIA FOR MODULE PREPARATION RESPONSES (MPRs),
**MPRs:** During the course, you will need to prepare five short papers (MPR). MPRs all work the same and all include:
1. A brief introduction to the genre we are studying.
2. A brief introduction to the author/s and literary movements assigned for that module.
3. A literary analysis/commentary of the text that has been assigned to your group, including the all the methodological steps required by the genre. **NOTE: a first draft of the analysis is always due the day of the workshop (block 4)**
4. Your personal comments and reflections on the authors and movement you analyzed for the module. Your responses can be concise yet sufficiently explained and will be no more than three pages, double-spaced. The purposes of these responses are to motivate you to read more carefully, to focus your attention on some of the essential ideas of the reading, and to improve our class discussions. Module preparation responses cannot be made up unless there is a compelling excuse. **If you miss class, it is your responsibility to keep track of when the MPRs are due.**

Here are the general criteria for your MPRs grade:

**A:** A **factually correct answer** that also very **effectively argues** for a specific interpretation or why a comparison or development of a practice, idea, etc can be understood in a certain way. The answer discusses important perspectives and shows engagement with or deliberation on an issue, beyond what is simply stated in the readings or in the lecture.

**B.** Same as above. Except for minor mistakes, the facts are correct. The argumentation is thoughtful but somewhat less complete, coherent, or persuasive.

**C.** An adequate knowledge of the material is demonstrated along with fair but basic argumentation of the issues involved.

**D.** Inadequate knowledge and understanding of the material. May include weak argumentation.

**F.** Seriously inadequate or wrong answer, cheating (to which I include plagiarism). **Please note that all MPRs are to be submitted electronically. I will not accept hard-copies.**

**PROJECT PRESENTATION AND FINAL PORTFOLIO**

At the beginning of the semester I will divide you in 4 Teams. Each team will be in charge to develop a multimedia resource on a Spanish literary work, an author or a historical event. Your project will develop throughout the entire semester and will entail an entire cycle of project development, from inception idea to dissemination. Every 5th session for the first 3 modules and every 4th session for the last 2 we will have a LAB session, where first we will learn and discuss the principles of PBL and Design Thinking and subsequently each group will embark in completing their respective projects. The labs will allow you to build your project incrementally and each increment will count 2p. max of your final grade (10p in total) At the end of the semester each group will present their project to the rest of the class (15p.) A final individual portfolio (25p) will include:

- Your group’s project white paper (collective)
• Your individual assessment of your role in the project and what you have learned.
• an evaluation of the other projects

CRITERIA FOR PBL assessment.
Your project work will be assessed based on the following criteria:
  1. Team Communication and collaboration
  2. Product design
  3. Quality of content
  4. Dissemination, social media and community partnerships
  5. Collaterals (White paper, course reflection, peer reviews)

CLASSROOM PROCEDURES AND MANNERS
  1. Class begins on time. Make sure you arrive in time.
  2. You will find yourself becoming excited about the new concepts and activities in this course and you will want to add your opinion to the discussions and participate actively. Communication with the entire class is expected and participation is encouraged. Inappropriate chatting during class, however, is not acceptable because it is impolite to those who have the floor and is disruptive.
  3. Consistent disruptions of class - this includes frequent tardiness - will result in failing grades. You may not use cell phones, personal computers or any personal electronic device during class unless it is a specified component in the instructional process. All devices must be turned off and placed inside of your bag out of view during class. If you must have a cell phone on for an emergency purpose it is your responsibility to notify the instructor prior to class.
  4. You will frequently be asked to participate in classroom activities, or to discuss some issues with your classmates in small groups. These activities will help you become involved in the course and will provide you with food-for-thought for your preparation response papers. I am sure that you will find these activities helpful.

ATTENDANCE POLICY
I expect you to attend all classes and to be on time, but there is no penalty for two unexcused absences; however, each unexcused absence thereafter will reduce your final course grade by one-third of a grade. For example, if you miss three days of class without a valid excuse, your final grade for the course will be lowered by one-third of a grade (i.e., from a “B+” to a “B”). Excused absences are legitimate, such as illness, family emergencies, etc. You must contact me as soon as possible if you miss class.

LATE WORK POLICY
Unless you have a compelling reason, late work will be penalized one-third of a grade per day (e.g., a ‘B’ becomes a ‘B-‘). You must talk to me as soon as possible if you are unable to complete your work on time.
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