

**SN1100**

**SPANISH THROUGH TEXTS**

**COURSE HANDBOOK**

Please note that you will find more comprehensive information on the course's Moodle website (bibliographies, assignments, set reading, etc.)

QuickTime™ and a  
TIFF (Uncompressed) decompressor  
are needed to see this picture.

The information contained in this booklet is correct at the time of publication, but may be subject to change as part of the Department's policy of continuous improvement and development. Every effort will be made to notify you of any such changes.

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## COURSE SPECIFICATIONS 09-10

|  |   |                      |     |                      |  |
|--|---|----------------------|-----|----------------------|--|
| <b>Code:</b>                           | SN1100  | <b>Course Value:</b> | 0.5 | <b>Status:</b>       |  |
| <b>Title:</b>                          | SPANISH THROUGH TEXTS   |                      |     | <b>Availability:</b> | Term 2   |
| <b>Prerequisites</b>                   | Registration on SN1010  |                      |     | <b>Recommended:</b>  | For students starting Spanish <i>ab initio</i> (beginners' pathway). |
| <b>Co-ordinator:</b>                   | Dr Arantza Mayo   |                      |     |                      |  |
| <b>Course Staff</b>                    | Dr Arantza Mayo   |                      |     |                      |  |
| <b>Aims:</b>                           | <ul style="list-style-type: none"> <li>• Boost passive Spanish language skills (ie reading and listening) to equip students for second-year cultural courses in Hispanic Studies.</li> <li>• Introduce students to some enjoyable Spanish texts.</li> <li>• Build students' confidence in their passive language skills, so that they feel able to cope with texts in Spanish without the prop of a translation.</li> <li>• Provide students with a range of strategies for improving their passive Spanish skills further.</li> </ul>  |                      |     |                      |  |
| <b>Learning Outcomes:</b>              | <p>By the end of the course students should:</p> <ul style="list-style-type: none"> <li>• Be able to understand written and spoken Spanish to a level that is adequate for second-year cultural courses.</li> <li>• Know how to address and remedy their own areas of weakness in passive Spanish language skills.</li> <li>• Feel relatively confident about their competence to understand texts in Spanish.</li> </ul>   |                      |     |                      |  |
| <b>Course Content:</b>                 | <p>The course will take students quite slowly through a range of Spanish texts, with a clear focus on understanding the language and developing strategies to cope with problems in this regard. In particular, attention will be given to:</p> <ul style="list-style-type: none"> <li>• the use of reference texts (dictionaries and grammars) as aids.</li> <li>• identifying and addressing weaknesses.</li> <li>• building passive linguistic confidence and competence.</li> <li>• comparing and contrasting Spanish with English usage (including some translation into English).</li> </ul>                      |                      |     |                      |  |
| <b>Teaching &amp; Learning Methods</b> | <p>The weekly classes will study both unprepared and prepared texts in Spanish, with students reading in small groups some of the time and as a whole-class activity for some of the time. Excerpts from the set films will be watched together, followed by discussion of points of difficulty in comprehension. Weekly assignments will be set to afford students the opportunity to practise the skills being taught. These will include some translation into English, language and grammar quizzes as well as comprehension questions on particular passages.</p>  |                      |     |                      |  |
| <b>Key Bibliography</b>                | <p>Students will be expected to purchase their own copy of the written set texts which for 2009/10 will be:</p> <ul style="list-style-type: none"> <li>• Federico García Lorca, <i>La zapatera prodigiosa</i> (any edition)</li> <li>• Gabriel García Márquez, <i>Los funerales de la mamá grande</i> (any edition)</li> </ul> <p>Supplementary written material will be provided in digital form or made available for photocopying.</p> <p>There will be one cinematic text, which will be selected from the range already available in the library. Students will not be expected to own their own copy of this.</p> |                      |     |                      |  |
| <b>In-course Feedback:</b>             | <p>Feedback will be given on written work via annotations and written comments on coursework assignments.</p>   |                      |     |                      |  |
| <b>Assessment:</b>                     | <p><b>Exam:</b> two-hour summer examination: 80%</p> <p><b>Coursework:</b> average of all marks for in-course assignments and class contributions: 20%</p> <p><b>Deadlines: work set one week will be due for submission in class the following week</b></p>  |                      |     |                      |  |

## PRIMARY TEXTS

The following texts will be studied:

- F. García Lorca, *La zapatera prodigiosa*.
- G. García Márquez, *Los funerales de la mama grande*.
- M. de Cervantes, 'El casamiento engañoso'.
- A. Machado, 'Recuerdo infantil'.
- N. Parra, 'Autorretrato'
- L. Freixas, 'Memoria en venta'.
- P. Almodóvar, *Mujeres al borde de un ataque de nervios*.

Students are only required to have their own copies of the texts by García Lorca and García Márquez.

## COURSE SCHEDULE

### Term 2

- Week 1: Introduction.
- Week 2: *La zapatera prodigiosa* by F. García Lorca.
- Week 3: *La zapatera prodigiosa* by F. García Lorca.
- Week 4: *La zapatera prodigiosa* by F. García Lorca.
- Week 5: 'La siesta del martes' by Gabriel García Márquez.
- Week 6: Reading week.
- Week 7: 'Rosas artificiales' and 'En este pueblo no hay ladrones' by Gabriel García Márquez.
- Week 8: 'El casamiento engañoso' by Miguel de Cervantes.
- Week 9: Poetry by Antonio Machado and Nicanor Parra.
- Week 10: 'Memoria en venta' by Laura Freixas.
- Week 11: *Mujeres al borde de un ataque de nervios* by Pedro Almodóvar.

## **SEMINARS: WHAT TO EXPECT**

### **What you can expect:**

- A clear, coherent and intellectually demanding syllabus.
- Well prepared teaching and clear explanations.
- Structured seminars with clear goals.
- Supporting materials (available through Moodle).

### **What will be expected of you:**

You should:

- Be punctual.
- Have completed the set reading in advance of the seminar.
- Have engaged with any general questions and reading guidelines set and be prepared to discuss them at the seminar.
- Be prepared to play an active role in classroom discussion, whether by answering the lecturer's questions, asking any questions you may have or sharing your own ideas.
- Be respectful towards others in the classroom.

## **ASSESSMENT**

Reading will be set as homework at every class. A number of modest written assignments (including Moodle quizzes) will also be set on most weeks, for submission the following week. The coursework grade for the course, valued at 20% of the overall mark, will be the average of all written assignments. Class contributions will also be valued and will count as one assignment. Late submissions will only be accepted in the case of exceptional circumstances. Assignments should be handed in hard copy (preferably typed) and not e-mailed after the seminar.

A two-hour written examination in the summer will be valued at 80%. It will consist of a variety of exercises designed to test reading skills in Spanish, similar to those contained in the past examination paper available through Moodle.