

CERVANTES: THE ADVENTURES OF DON QUIXOTE

COURSE DESCRIPTION

This course is aimed at American students who wish to have a thorough knowledge of the life and work of Miguel de Cervantes, as well as of the period in which the author lived. The course is structured so as to include the different artistic movements in the historical events of the 16th and 17th centuries so that students can identify them in Cervantes' work.

The general goal is to bring the student closer to the life and work of our most international author. Each work will be studied considering its essential characteristics and place within a specific period. Within this framework, the perspectives of the world of the social groups that are part of the Spanish literature will be shown.

Additionally, we will read one of his most international masterpieces, *Don Quixote de la Mancha*. By the end of the course the students will have acquired the ability to comment and reflect on classical texts from Spanish literature.

OBJECTIVES

The objective of the course is student-centered and competency-based. This means that the students will be told what they will be taught, how they will be taught, what they must learn, what types of activities will be carried out, what resources will be used and how their learning will be assessed. The course aims to develop the following competences:

Competence 1.	To read and comprehend Cervantes' literary works.
Competence 2.	To discuss and argue the texts read using complex ideas, orally or in writing.
Competence 3.	Analyze the most relevant stylistic features of <i>Don Quixote de la Mancha</i> so that the student is able to identify them within the movement, the style and the period in which it was written.
Competence 4.	To be able to express opinions in a critical way.
Competence 5.	To know the Spanish literary movements of the 16 th and 17 th centuries, as well

	as their characteristics and their most influential authors.
Competence 6.	To present and defend knowledge both orally and in writing.
Competence 7.	To acquire a global and linear knowledge of Cervantes' life and work.

METHODOLOGY

This course will be taught using a theoretical-practical approach. The Professor will mostly rely on information from the textbook and on the book itself (*Don Quixote de la Mancha*), which will be completed with explanations and additional information provided by the Professor. The ultimate goal is to achieve meaningful learning of the content. Thus, in order to use a flexible methodology it will be very important to rely on students' ideas too. Students' diverse profile is expected, so, when necessary, individual adaptations will also be made.

The following methodological strategies will be used:

- Students must read, before the actual class, the chapters from the textbook or from *Don Quixote* indicated for that day, so that they can follow the theoretical explanations without too much difficulty.
- At the beginning of the session the Professor will deliver a brief theoretical introduction of the concepts that will be discussed, trying to relate them to the previous knowledge of each student.
- Next, the Professor will explain in more detail the basic concepts of the material or of the texts previously read by the students, based on the students' participation, in a dynamic and interactive way.
- Once this information has been assimilated, the students will have to reflect on it and provide a personal and well-argued interpretation.
- Finally, conclusions will be drawn and a comparison will be made considering other authors and international literature.

The ultimate goal is to learn in a cooperative environment based on teamwork and the collaboration of all the students in the class. Students will be able to "learn from others", thus, encouraging them to share knowledge, resources, help or support.

PREPARING FOR CLASS

Students must prepare and complete the tasks for each class as indicated in the schedule so that the class runs smoothly.

Homework is very important because it will allow the students to anticipate the contents taught in class. Students will basically have to read the information in the textbook and do the comprehension exercises. Moreover, they will have to read the chapters from *Don Quixote* as indicated in the schedule for each day. This task is fundamental as it will enhance their ability to follow the pace of the class, by helping them to understand what they learned. In fact, this method will be used to help students get used to a certain vocabulary that is specific for Cervantes' works.

EVALUATION

The evaluation procedures that will be used will attempt to combine different elements in order to make sure that all the students can develop their skills. Ongoing student work will be the main criterion of the evaluation. Consequently, the overall assessment will be based on the following aspects:

- **Class participation and ongoing work:** It must be active, that is to say, the student should not only ask questions but also make comments and analyze literary texts in groups or individually. The Professor will give **daily feedback** to each student for his/her work. Competences 1, 2, 3, 4, 5 and 7 will be developed. This aspect is worth **10%** of the final grade.
- **Collaborative reading of *Don Quixote de la Mancha*:** The main activity of the course will be based on the group reading of *Don Quixote*. For each chapter of the book we will write a study sheet with the following type of information:
 - Abstract.
 - Or Key Vocabulary.
 - Interpretation of main ideas.

Each record will be written by a single student and then shared with the rest of the students. The study sheets will be first reviewed by the Professor and then presented orally by the students themselves. The chapters will be assigned to the students throughout the course. The student must submit the study sheet by email to the Professor **three days before the oral presentation** to be corrected. Each sheet, of not more than one page, must be written in Time New Roman 12 font, double spaced. Throughout the course, each student will write between 5 and 10 study sheets, depending on the total number of students enrolled in the class. Competences 1, 2, 4, 5, 6 and 7 will be developed. This aspect is worth **50%** of the final grade.

- **Complementary activities: TWO** academic activities will be carried out to complement the theoretical content taught by the Professor:
 - Visit to Cervantes' house and to *Corral de Comedias* (popular outdoor theatre set up in the inner patio of a block).
- ❖ **The dates of the activities may be altered for reasons beyond the control of the Professor.**

The Professor will provide a study guide and activities that students must complete during the visit and after the visit, as homework.

All visits to museums, monuments or different cultural centers will take place - except for very few exceptions - during **non-lecture hours**, but also as a **class** for general assessment purposes in relation to absences. All the skills will be developed.

These activities cannot be substituted with an assignment or any other activity; thus, if a student does not attend these classes/activities, he/she will incur an absence and it will affect his/her grade.

This aspect is worth **10%** of the final grade.

- **First Exam (midterm):** In the middle of the course; it includes a multiple choice test with short questions. All the competences will be assessed. This aspect is worth **15%** of the final grade
- **Second Exam (final):** At the end of the course and it will **not** be cumulative. This exam will also include a multiple choice test with short questions. All the competences will be assessed. This aspect is worth **15%** of the final grade.

For any attempt of copying or of plagiarism in the exam or any of the activities described, the student will fail the course (grade 0) and he/she will not have the right to any kind of remedial exams.

ATTENDANCE

Attendance is MANDATORY. If the student is absent for more than the allowed limit (**one class absence in the June program and two absences in the fall and spring programs**), the final grade will reflect a decrease of **10 points** for each non-attendance that has not been excused by a doctor's certificate or by your Program Director. **It is the individual responsibility of the student to make up any missed content about the subject taught in class the day the student was absent.**

CLASS SCHEDULE	
TOPIC	ASSIGNMENTS
Overview of the syllabus. Introduction to the course. Cervantes' period	Class
Cervantes' period Introduction to the Literature of the Golden Age.	Class
Literatura del Siglo de Oro Books of chivalry	Class
Cervantes' biography	Read Prologue and Chapter 1 from <i>Don Quixote de la Mancha (I)</i>
<i>Don Quixote de la Mancha (I)</i> Prologue and Chapter 1	Read Chapters 2 and 3 from <i>Don Quixote de la Mancha (I)</i>
<i>Don Quixote de la Mancha (I)</i> Chapters 2 and 3	Read Chapters 4 and 6 from <i>Don Quixote de la Mancha (I)</i>
<i>Don Quixote de la Mancha (I)</i> Chapters 4 and 6	Read Chapters 7,8 and 9 from <i>Don Quixote de la Mancha (I)</i>
<i>Don Quixote de la Mancha (I)</i> Chapters 7,8 and 9	Read Chapters 10-14 from <i>Don Quixote de la Mancha (I)</i>

<i>Don Quixote de la Mancha (I)</i> Chapters 10-14	Read Chapters 15-19 from <i>Don Quixote de la Mancha (I)</i>
<i>Don Quixote de la Mancha (I)</i> Chapters 15-19	Read Chapters 20-25 from <i>Don Quixote de la Mancha (I)</i>
<i>Don Quixote de la Mancha (I)</i> Chapters 20-25	Study for the exam
MIDTERM EXAM	
Watch movie <i>Don Quixote de la Mancha</i>	Read Prologue and Chapters 1 and 2 from <i>Don Quixote de la Mancha (II)</i>
<i>Don Quixote de la Mancha (II)</i> Prologue and Chapters 1 and 2	Read Chapters 3-5 from <i>Don Quixote de la Mancha (II)</i>
<i>Don Quixote de la Mancha (II)</i> Chapters 3-5	Read Chapters 6-8 from <i>Don Quixote de la Mancha (II)</i>
<i>Don Quixote de la Mancha (II)</i> Chapters 6-8	Read Chapters 9-11 from <i>Don Quixote de la Mancha (II)</i>
<i>Don Quixote de la Mancha (II)</i> Chapters 9-11	Read Chapters 12-14 from <i>Don Quixote de la Mancha (II)</i>
<i>Don Quixote de la Mancha (II)</i> Chapters 12-14	Read Chapters 15-18 from <i>Don Quixote de la Mancha (II)</i>
<i>Don Quixote de la Mancha (II)</i> Chapters 15-18	Read Chapters 19-23 from <i>Don Quixote de la Mancha (II)</i>
<i>Don Quixote de la Mancha (II)</i> Chapters 19-23	Research on the documentary
Watch documentary <i>Don Quixote de la Mancha</i>	Read Chapters 24-26 from <i>Don Quixote de la Mancha (II)</i>
<i>Don Quixote de la Mancha (II)</i> Chapters 24-26	Read Chapters 27-29 from <i>Don Quixote de la Mancha (II)</i>
<i>Don Quixote de la Mancha (II)</i> Chapters 27-29	Read Chapters 30-32 from <i>Don Quixote de la Mancha (II)</i>
<i>Don Quixote de la Mancha (II)</i> Chapters 30-32	Read Chapters 33-36 from <i>Don Quixote de la Mancha (II)</i>
<i>Don Quixote de la Mancha (II)</i> Chapters 33-36	Study for the exam.
FINAL EXAM	

NOTE: This syllabus is subject to change. The final syllabus will be given to students on the first day of class.

BIBLIOGRAPHY:

Textbook and compulsory materials:

Miguel de Cervantes, *Don quijote de la Mancha*, ELE, Audio Clásicos adaptados (nivel superior), Anaya.

Additional bibliography:

Burke, Peter, *El Renacimiento*, Crítica, Barcelona, 1999.

Maravall, José Antonio, *La cultura del Barroco*, Ariel, Barcelona, 1983.

Riley [1980]: Riley, Edward C., «DQ and the Origins of the Novel», *C. and the Renaissance*, ed. M.D. McGaha, Juan de la Cuesta, Newark, 1980, pp. 125-140.

Riquer, Martín de, *Aproximación al «Quijote»*, Teide, Barcelona, 1957; reimpr. 1967.

Riquer, Martín de, *Cervantes y el «Quijote»*, Teide, Barcelona, 1960.

Riquer, Martín de, *Para leer a Cervantes*, Acantilado, Barcelona, 2010.

WE WILL ONLY SPEAK IN SPANISH

In class we are going to speak only in Spanish. The use of English in the classroom would prevent the total immersion of the student in the process of learning Spanish. Moreover, it is important to emphasize that in order to understand and enjoy the class we will ask for an additional effort of terminological adaptation with the sole aim of helping the student get used to the specific jargon of the professional field. For a better understanding of the class a medium-high level of Spanish is recommended.