

Spring 2022. Jan 24-May 20
CRN 32835

Class is online. Please, pay attention to the due dates. Late assignments receive a 10% less (flat).

Instructor:



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Office Hours: Ask questions by email/Zoom. I will answer emails within the day. Regarding Zoom, we can schedule a day/time convenient for both parts (Zoom button is on the left menu).

Course Navigation

“Home”—You can see all the modules, plus the syllabus and some introductory videos.

“Announcements”. I will post anything that I might need to communicate during the course (I will also send you all an email with each announcement).

Other important elements in the left menu: assignments, discussions, grades, quizzes, modules...

Modules have the main content of the course, but there are modules with information on how to create an outline, review of writing (punctuation, accents...), and how to write in Spanish with the Word processor.

On the far left you have the link “Inbox” to send me emails related to the course. Please, use this one instead of the regular email.

For any problems with Canvas or your emails, check with the help desk (helpdesk@csub.edu, or 661-654-2307) or the TLC (661-246-3020, or ishidawa@csub.edu).

There is also a Zoom button.

What to Do First

Go to the Syllabus and Intro Videos module and review the contents. Then, start working on each module (you will find there the materials and activities you will need to complete (there will be links to submit your assignments). There will also be some review quizzes/quizzes, and a discussion.

Materials (required, and available in Canvas, in the Content section):

- Readings.
- Questions/exercises related to the readings and videos.
- Documentaries, a film and plays (written, available digitally, and in video).
- Video recordings with explanations by the instructor and experts in the topics.

Please, let me know if any of the links or files does not open.

Tools

We will be using some free tools to create a poster/infographic and a mind map. You can pick the one you prefer: Mindmap, Canva, Lucichart... A list of them, with links, will be available in the description of the task in Canvas. We will also use Flipgrid. There will be discussion boards in Canvas.

Purpose of the course

We will study the main characteristics of the Baroque theater, and then we will focus on some plays by the following writers: Lope de Vega, Tirso de Molina, Calderón de la Barca, Ana Caro Mallén de Soto, María de Zayas y Sotomayor, and Sor Juana Inés de la Cruz.

It is difficult to set a definite starting date to the period known as Baroque. Nevertheless, in terms of the **Spanish theatre** there is little doubt that the most significant development of the time came with **Lope de Vega's** invention of the *nueva comedia*. Consciously and intrepidly going against

the Aristotelian precepts of classical drama, Lope de Vega adapted his productions to the tastes of his time and the specific needs of his audience, incorporating much action into his plots and a wide use of technological resources in his structures to allow for plenty of special effects on the stage.

Course Learning Outcomes

1. Students will be able to identify, define and describe the characteristics of the Baroque theater, and those of the main authors and their plays, acquiring a general knowledge of the Baroque style and period. Students will demonstrate their knowledge by doing the quizzes and answering the questions in each lesson.
2. Students will be able to organize, summarize and express ideas in Spanish (oral and written) from different specialized documentaries. Students will demonstrate this by preparing outlines and summaries, with a high level of correctness.
3. Students will be able to analyze and compare situations in the studied period and issues addressed in the plays in Spanish with a high level of correctness. Students will demonstrate this by answering questions and making comments to others on the discussion board, and by answering questions (separate assignments).
4. Students will be able to identify and describe the main achievements and contributions of women writers in the Baroque theater. They will demonstrate this by answering quizzes, participating in discussions and creating visual projects.
5. Students will be able to express and organize ideas related to the Baroque theater in a visual way. This will be demonstrated by the creation of posters and mind maps.

Module Learning Outcomes alignment with course outcomes is shown in parenthesis)

Module 1. El Siglo de Oro.

Outcome 1. Students will be able to organize, summarize and express ideas in Spanish related to the Golden Age in Spain. Materials: documentary.

Students will demonstrate this by preparing an outline and a summary (assessment). (CO2)

Module 2. The Baroque culture.

Outcome 1. Students will be able to organize, summarize and express ideas in Spanish related to the Baroque as a time concept, and the image of the world and the man in the plays. Materials: video by the instructor (captions or information available in printed), choice of audios by the instructor or short readings. Assessment: an outline and a summary. (CO2)

Module 3. Baroque theater: Formation and spaces of representation.

Outcome 1. Students will be able to identify the characteristics of the Baroque theater. Materials: two short readings and a documentary (with captions). Assessment: Students will demonstrate their knowledge by doing two review quizzes (two attempts are allowed). (CO1).

Outcome 2. Students will be able to organize and summarize ideas in Spanish. Material: documentary. Assessment: a summary. (CO2)

Module 4. Lope de Vega.

Outcome 1. Students will be able to identify information on Lope de Vega's life and the characteristics of his plays. Materials: short reading. Assessment: review quiz (two attempts). (CO1).

Outcome 2. Students will be able to analyze and compare situations in the studied period and issues addressed in the plays (in Spanish with a high level of correctness). Materials: a short reading, a movie (with captions), two video-recorded plays (a written version is also available as an alternative). Assessment: questions about the movie, questions about the plays, discussion board about the plays. (CO3)

Outcome 3. Students will be able to identify the characteristics of the Baroque theater and what Lope de Vega added to it. Materials: all in this and previous modules. Assessment: mid-term quiz from this and previous modules. (CO1)

Module 5. Calderón de la Barca.

Outcome 1. Students will be able to identify information on Calderón de la Barca's life and the characteristics of his plays. Materials: short reading. Assessment: review quiz (two attempts). (CO1).

Outcome 2. Students will be able to analyze and compare situations in the studied period and issues addressed in the play (in Spanish with a high level of correctness). Materials: a video-recorded play (a written version is also available as an alternative). Assessment: questions about the play (CO3)

Module 6. Tirso de Molina.

Outcome 1. Students will be able to identify information on Tirso de Molina's life and the characteristics of his plays. Materials: short reading. Assessment: review quiz (two attempts). (CO1).

Outcome 2. Students will be able to analyze and compare situations in the studied period and issues addressed in the play (in Spanish with a high level of correctness). Materials: a video-recorded play (a written version is also available as an alternative). Assessment: questions about the play. (CO3).

Module 7. Female authors: María de Zayas, Ana Caro Mallén, Sor Juana Inés de la Cruz and Ángela de Azevedo.

Outcome 1. Students will be able to identify information on the four female writers and the characteristics of their plays. Materials: readings, short video explanations by experts, recorded plays. Assessment: review quiz (two attempts) and discussion. (CO1, CO4).

Outcome 2. Students will be able to organize, summarize and express ideas in Spanish (oral and written) related to female writers and their plays. Materials: short reading. Assessment: summary (written or recorded in Flipgrid). (CO2, CO4)

Outcome 3. Students will be able to express and organize ideas related to the female Baroque writers studied in a visual way. Materials: short videos

by experts, documentaries. Tools: Students can choose the tool (free version): Lucichart, Mindmap, Glogster, etc. Assessment: Creation of poster/infographic and mind map. (CO4, CO5).

Prerequisite knowledge

Competency in Spanish at the 2000 or higher. Remember that you need to take Spanish 3000 before this course.

Etiquette expectations for online discussions (if any), and emails (Netiquette)

--Do not post threatening, abusive, defamatory or indecent information of any kind. Please treat other class members and the instructor with respect. While it is certainly permissible to disagree, please do so politely. For instance, you can say “Joe, I respectfully disagree with your conclusion. I believe that...” Please, be respectful with your instructor and peers.

--Written communication can be tricky. Thoughts and emotions are sometimes difficult to convey. The normal visual cues we use to interpret comments in a face-to-face class are not available in an online class. Therefore, please keep the *tone* of your comments in mind and try not to be overly sensitive to the remarks of others. Do not type in all capital letters, it means you are shouting. Do not use the “texting” style of writing when posting to a discussion board, sending email or submitting written assignments. This is a college class so write like a college student (use correct spelling, grammar, and punctuation to the best of your ability).

--Other things that may be useful when writing an email:

Give a clear subject line. Be brief but write a clear email. Re read it before sending it. Say hello.

Course and institutional policies

Please, see also Academic Integrity at the end of the syllabus.

-Late assignments will get **10% less** (flat; it does not matter how late they are). No assignments sent to my email will be accepted (they must be uploaded to Canvas). **Assignments without a name will get 3% points less. Assignments without a title will get 3% points less.**

-No course drops after the allowed date (except with a serious and proven medical excuse); I will let you know this date by email and will put it in the announcements section whenever I knew it.

-No incomplete grades will be given (except with a serious and proven medical excuse).

-[Withdrawal information](#) and [more info about withdrawal](#).

-[Student Complaint and Grievances Procedures](#).

-Your instructor will maintain confidentiality about students' grades and any other personal information.

Minimum technology requirements

You will need access to a computer with Internet and audio speakers, to access the materials and watch the videos in Canvas.

Minimum technical skills

In addition to baseline word processing skills and sending/receiving emails, students will be expected to search the internet and upload / download files in Canvas. For problems with Canvas, call or email the [TLC](#), 661-654-2084, tlc@csub.edu.

If you have any trouble with the videos, please contact the [Help Desk](#) (661-654-2307, Helpdesk@csub.edu), at the Library, downstairs. They can help you with your laptop. You also have lab A to work on a computer, or the Language Lab (DDH E102; hours will be announced).

We will be using some tools to create posters and mind maps, and we will also use Flipgrid. Some tutorials will be available in Canvas.

Schedule and Content (check each module for assignments, review quizzes, quizzes and discussions' due dates)

Week 1 (January 24-28). Module 1. El Siglo de Oro

Weeks 2 and 3 (January 31-February 11). Module 2. La cultura del Barroco

Week 4 (February 14-25). Module 3. El teatro barroco: formación y espacios de su representación.

Weeks 5, 6, 7 and 8 (February 28-March 18). Module 4. Lope de Vega.

QUIZ 1: (with questions from previous review quizzes in modules 3 and 4). March 25th.

Weeks 9 and 10 (March 21-April 1). Module 5. Calderón de la Barca.

Week 11 (April 4-8). Module 6. Tirso de Molina.

SPRING BREAK. April 10-17.

Weeks 12, 13 and 14 (April 18-May 6). Module 7. Autoras del teatro barroco: María de Zayas, Ana Caro Mallén, Sor Juana Inés de la Cruz y Ángela de Acevedo.

QUIZ 2: (with questions from previous review quizzes in modules 5, 6 and 7)

Week 15 (May 9-May 13). Review. (See the module with the review materials).

Week 16. **Final quiz:** May 18th.

Course Components and Assessment

Assignments (summaries, outlines, questions, discussion, poster, mind map, flipgrid). Sometimes you will be able to choose the assignment you want to do and/or the materials you want to use for it. You will also need to give feedback to your classmates sometimes. Assignments count differently, check the rubrics and points given: 60% (I will drop one grade –the lowest).

Review quizzes during the course: 20%

Quizzes 1 and 2: 10%.

Final quiz: 10%.

Remember that late assignments will get a 10% less.

Grades. How to Track Your Learning Progress. Feedback

Grading system:

A	100-94
A-	93-90
B+	89-87
B	86-84
B-	83-80
C+	79-77
C	76-74
C-	73-70
D+	69-67
D	66-64
D-	63-60
F	59-0

Grades will appear in Canvas (grades).

Feedback. You will get back your assignments corrected a week after the due date (or before, if you submit them earlier). I will send you comments by email.

Learner Interaction and Engagement

Any questions that you may ask through email will be answered by your instructor in a day. If you consider you need to use Zoom, ask me, and we will set a day/time.

Preferred method of communication among students: discussion board.

You can work on your assignments in pairs. Try to use a collaborative tool such as Google docs to do that. You can also work in pairs to create posters and mid maps.

Learner Support (for more resources, check the modules called “Online Learning Resources”, “Technical Support” and “Campus Resources” in Canvas)

--If you have any problem watching the videos or accessing Canvas, please, go to the [Help Desk](#), at the Library (downstairs).

--[Institution’s accessibility policies and services](#).

--[Writing Center](#): although they cannot help you with Spanish, they provide help with MLA/APA citation.

--[Tutoring Center](#): I will let you know the Spanish tutor hours at the beginning of the course.

--Help at the Library: the librarian in charge of the Spanish materials is Amanda Grombly, agrombly@csub.edu

[Accessibility and Privacy](#)

(For complete Accessibility and Privacy information regarding the technologies used in the course, you can, check the Module called Accessibility and Privacy links in Canvas)

For students with hearing problems, just reading the plays is allowed. Documentaries do not have captions; you can ask for an alternative assignment, due to a disability.

“To request academic accommodations due to a disability, please contact the Office of Services for Students with Disabilities (SSD) as soon as possible. Their office is located in SA 140, and they may be reached at 661-654-3360 (voice), or 661-654-6288 (TDD). If you have an accommodations letter from the SSD Office documenting that you have a disability, please present the letter to me during my office hours as soon as possible so we can discuss the specific accommodations that you might need in this class.” The director of the Office is Janice Clausen, jclausen@csub.edu .

Check the [university web page regarding disabilities](#).

[Academic Integrity](#)

The principles of truth and integrity are recognized as fundamental to a community of teachers and scholars. The University expects that both faculty and students will honor these principles and in so doing will protect the integrity of all academic work and student grades. Students are expected to do all work assigned to them without unauthorized assistance and without giving unauthorized assistance. Faculty have the responsibility of exercising care in the planning and supervision of academic work so that honest effort will be encouraged and positively reinforced.

There are certain forms of conduct that violate the university’s policy of academic integrity. *Academic Dishonesty (Cheating)* is a broad category of actions that involve fraud and deception to improve a grade or obtain course credit. Academic dishonesty (cheating) is not limited to examination situations alone, but arises whenever students attempt to gain an unearned academic advantage. *Plagiarism* is a specific form of academic dishonesty (cheating) which consists of the misuse of published or unpublished works

of another by claiming them as one's own. Plagiarism may consist of handing in someone else's work as one's own, copying or purchasing a pre-written composition and claiming it as one's own, using paragraphs, sentences, phrases, words or ideas written by another without giving appropriate citation, or using data and/or statistics compiled by another without giving appropriate citation. Another example of academic dishonesty (cheating) is the *submission of the same, or essentially the same, paper* or other assignment for credit in two different courses without receiving prior approval from the instructors of the affected courses.

When a faculty member discovers a violation of the university's policy of academic integrity, the faculty member is required to notify the Office of Student Rights and Responsibilities and the student(s) involved. A course grade of 'F' may be assigned, or another grade penalty may be applied at the discretion of the course instructor. Additional disciplinary sanctions are determined by the Director of the Office of Student Rights and Responsibilities. Disciplinary sanctions may include disciplinary probation, suspension, permanent expulsion from the university or from the California State University system, administrative hold on the release of records, and withholding a degree.

[Useful Non-Academic Support Centers](#)

(More information in the "Campus Resources" module)

[Academic Advising And Resource Center.](#)

[Registration And Records.](#)

[Center For Career Education And Community Engagement.](#)

[Financial Aid And Scholarships.](#)

[Health, Safety And Wellness.](#)