

Periodisk emnerapport SPA2302 høsten 2015

1.1. Pensum (innhold, omfang). This is a course on 16-18th century Spanish literature and the pensum reviews all genres (poetry, prose, drama, essay) on relevant topics for this period. Additionally, I added a second (more detailed) book on Hispanic Literature History as a recommended reading, since some students demanded more information on the period to better understand the course materials.

1.2. Undervisning. The course was taught for 14 weeks, 2 hours per week over the entire semester. As a required activity to be able to attend the final exam, they had to write a presentation on a reading from the pensum, and the students who were physically at class were invited to do an oral presentation as a professional practice. Only the written presentation was evaluated as pass/no pass. I created web materials for each lesson in order to enrich and facilitate the learning experience adding different media materials and links to the topics related to the mandatory readings.

1.3. Ressurser of infrastruktur. The room was adequate to teaching in size and infrastructure. It was a smart room with enough technology to show and discuss web materials with students.

1.4. Eksamen. It was a three days to-take-home exam. The students had the option to choose a topic between two. They had to connect several studied readings with a main topic of the course.

2. Yes. The students are able to understand and explain main texts and their context of the period.

3.1. Statistikk. 4 A, 1 B, 1C. 6 of 9 students took the exam.

3.2. No students filled out the form that administration sent to them at the end of the course, but most of them filled out the midterm survey delivered in Fronter by the professor. It was possible to collect information about how the materials were working, about how much the amount of reading (and difficulty) was impacting the following of the course, the teaching style effectiveness.

3.3. The course seems to be in a good place among others. Although it is an introductory course to the period, difficulties with the language and cultural codes from the period make it necessary to place it when the student has an advanced knowledge of the language (2000 level).

4. Some readings have been changed since the last course was taught, in order to offer more variety of topics in the course. It was organized by genre and topics, which implies a very well coordinated selection of texts. Additionally, web materials have been created this time.

5. Since this is a difficult and vast period for the students due to the old language and other cultural codes found along the readings, perhaps more teaching guided hours (an extra reading group, for example) would be required. I think as well that more small required activities would benefit the student. The final exam could be better done as a small project on a particular area of the period, according to the interest of each student, as a way of engaging more the interest of the student.

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