

Periodisk emnerapport SPA2309/4309 UiO høsten 2016

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Introduction

1.1. This is a course on 13-18th century Spanish literature and the pensem reviews all genres (poetry, prose, drama, essay) on relevant topics for this period. It is an expansion and blend of previous SPA2302 and SPA2304. SPA4309 students share the same program and classes but they read and comment more chapters on Don Quixote than students enrolled in SPA2309.

Report

1.2. **Teaching.** 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 two written texts, based on pensem readings. They were 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. Selections from a monograph on the period completed the instructional sources to learn. We had a guest lecturer (Fernando Rodríguez Mansilla, Hobart and William Smith Colleges, NY) so the students had other opportunities to know a different scholar and discover new theoretical perspectives on the area of study.

1.3. **Resources.** 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. **Exam.** It was a three days to-take-home written 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. **Relevance.** According to the description and goals of the course, the students were able to understand and explain main texts and their context of the period at the end of the course.

3. Statistics and evaluations

3.1. **Grades.** In SPA2309, 12 of a total of 12 students took the exam: 8 A, 3 B, 1C. In SPA4309, 2 of a total of 2 students took the exam: 1B, 1C.

3.2. **Evaluations.** 5 of 14 students filled out the form that administration sent to them at the end of the course, and 7 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. **Results.** The course seems to be in good standing. 100% of the students who answered the final evaluation found the course understanding clear or very clear on goals and content and 80% are happy or very happy with teaching, response and attention from the professor, required works and examination. Most of the students (60%) work between 5-10 hours per week and the rest (40%) between 10-15. There are some request to have more time for discussion at class and focus on very specific texts in order to feel that everyone understand the language, not only the context.

4. **Changes.** Some readings have been changed since the last course was taught, in order to offer more variety of topics in the course and add some texts on 13-15 centuries. It was organised by genre and topics, which implies a very well coordinated selection of texts. Additionally, other web materials have been created this time.

5. **Final recommendations.** Since this is a difficult and vast period for the students due to the old language and other cultural codes found along the readings, which make text analysis and context explanations in class slower, I would suggest to adopt the 10 sessions, 3 hours per session model, so we would have more time to be focused on a couple of texts around a topic explaining details and leaving space for discussions and analysis. It would provide more occasions to work in groups and make the class more interactive. Better annotated texts (like the digital ones we are starting to use in SPA1000 and SPA1300) would help to closely read and understand texts and contexts. As a professor, I think as well that required work along the course and 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 and oriented to public dissemination, as a way of engaging more the interest of the student and make them work in more professional and responsible ways.

Blindern 27.1.2017

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