



Sul Ross State University
Course Syllabus
- SPAN 3310
SPANISH LITERATURE I
Fall 2026

Fall 2026 Course

Course Number: SPAN 3310

Course Title: Spanish Literature I

Type: online

Credit Hours: 3

Student/professor hours: T/TH12:00pm to 2:30pm and Wednesday 5:00pm to 6:00pm via Teams

Instructional Plan

The course will be taught totally online through Blackboard

Instructor Contact Information

Dr. Esther Daganzo-Cantens

Email: esther.daganzo-cantens@sulross.edu; estherdaganzo@gmail.com

Office Hours

Mondays and Wednesdays: 12:00 pm to 2:30 pm at MAB 112A

Tuesdays: 5:00 pm to 6:00 pm (via Teams)

Course Description

This course is a survey of major Spanish author and works from the 11th to the 17th centuries.

Prerequisites: SPAN 2312 or consent of the instructor.

Instructional Materials

All materials in this course will be provided by the professor or accessible via the internet.

Student Objectives/Competencies

Students who complete this course will be able to do the following:

- To understand the evolution of Spanish literature from the 11th to the 17th centuries.
- To study the relation between the literary genres and the rise of criticism

- To envision Spanish literature within the political contexts in which it grows.
- To write an analytical essay, formulating and expressing a hypothesis about the meaning of a text, assembling textual evidence, citing according to MLA style, and drawing convincing conclusions
- To build Spanish vocabulary, especially that used in literary criticism, and learn a wide range of literary terms in Spanish
- To introduce the students into the main techniques and concepts of philological analysis of present texts.

Course learning Activities

1. **Exams:** There will be 2 exams (20% each):
 - a. A midterm exam covering the literary works studied in class from the 11th to 14th centuries. The exam will be in week 7th
 - b. A final exam covering from the 15th to the 17th centuries. The exam will be in week 16th
2. **Oral Presentation (15%):** Students will give an oral report (about 10-15 minutes) to the class. The topics will be assigned by the professor based on the biography of one of the writers studied in class and his/her historical period. (The presentations should have a biography of the author, major literary works, reference to the literary movement. It is encouraged to use the internet to access to videos, or any information on the author and his/her work). At the end of the presentation, the student will propose questions to the class for further class discussions.
3. **Reading quizzes and homework (30%):** At the beginning of each class there will be a quiz about the reading assigned for the class period.
4. **Final Paper (15%):** Topics to be either chosen by the student or assigned by the professor. The essay should be about **5 pages** long. Final paper due THE LAST WEEK OF CLASS. No papers will be accepted after THE LAST DAY OF CLASS. All written work should be double-spaced, in Times New Roman, 12pt. font, and grammatically accurate (including spelling and diacritical marks). For the paper, student will use MLA guidelines:
https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_general_format.html or <https://www.easybib.com/guides/citation-guides/mla-format/>

Possible topics for the essay:

La evolución del héroe: desde el *Cantar de mio Cid* hasta *Don Quijote de la Mancha*.

La inmortalidad del héroe de caballería en el *Cid* y *Don Quijote*

El rol moral en la sociedad medieval *El conde de Lucanor*

La representación del amor en la literatura medieval, renacentista y barroca.

El paso del tiempo y la muerte en la poesía de Luis de Góngora y la de Francisco de Quevedo.

La crítica social en *Lazarillo de Tormes* y *Don Quijote de la Mancha*.

El honor en el teatro del Siglo de Oro, especialmente en *Fuenteovejuna* y *La vida es sueño*.

La evolución de la literatura española desde la Edad Media hasta el Barroco.

Conceptismo y culteranismo: diferencias entre Quevedo y Góngora.

El *Carpe Diem* y el *Tempo fugit* en los poemas de Quevedo, Góngora y Garcilaso

La figura del pícaro y su función como crítica de la sociedad en *Lazarillo de Tormes*.

Realidad o fantasía: Platón, Matrix y *La vida es sueño* de Calderón

ASSESSMENTS:

A) Midterm Exam	20%
B) Final Exam	20%
C) Reading quizzes and Homework:	30%
D) Oral Presentation.....	15%
E) Essay	15%

100 - 90: A

89 - 80: B

79 - 70: C

69 - 59: D

59 - 0: E

Statement Regarding Generative Artificial Intelligence (AI)

The University does not recommend or endorse any specific AI tools or resources. Students should be aware that many generative AI tools (e.g., ChatGPT, Google Gemini, Microsoft Copilot) store user input and may use this data to train future models. For this reason, students should never upload or share personal, confidential, or identifiable information—such as names, ID numbers, health data, or assignment submissions containing such details—into any generative AI platform. When using AI tools, students should verify whether the tool complies with student privacy standards as indicated by the University. Faculty may recommend specific tools that better align with institutional data privacy policies, but ultimate responsibility for data protection rests with users. Students are encouraged to use faculty-recommended platforms when engaging in coursework involving generative AI. The University is not liable for any adverse experience or impact when students interact with these tools.

Here are some recommended statements faculty might adapt for their

syllabi: <https://ctl.utexas.edu/chatgpt-and-generative-ai-tools-sample-syllabus-policy-statements>.

Review the entire [AI Policy here](#).

Required by THECB

Marketable Skills. All courses aligned with specific degree programs should use the Marketable Skills of that program that are reported to THECB. The Academic Assessment Program Coordinators can provide the Marketable Skills for each degree plan. They also are located at srinfo.sulross.edu/hb2504/.

For Core Curriculum Courses

- Critical Thinking. Students will develop critical thinking skills to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.
- Communication. Students will develop communication skills to include effective development, interpretation and expression of ideas through written, oral, and visual communication.

Americans with Disability Act Statement ADA Statement

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartz Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email mschwartz@sulross.edu or ronnie.harris@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine, Texas, 79832.

Student Responsibilities

All full-time and part-time students are responsible for familiarizing themselves with the Student Handbook and the Undergraduate & Graduate Catalog and for abiding by the University rules and regulations. Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all federal, state and local laws and is expected to familiarize him/herself with the requirements of such laws.

SRSU Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires a secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Students should also avoid using open AI sources *unless permission is expressly given* for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Counseling

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/365 support by visiting [Timelycare/SRSU](https://www.timelycare.com/srsu). The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

Libraries

The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offer FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu/. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or by phone (432-837-8123). No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu.

Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

Supportive Statement

I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create a supportive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

Tutoring Center

The Lobo Den Tutoring Center offers FREE tutoring support to help you excel in your courses. Whether you need assistance in Writing, Math, Science, or other subjects, we're here to help!

Important Information:

- **Drop-in and Scheduled Appointments:** Flexible options to fit your needs.
- **Hours of Operation:** Monday–Friday, 8:00 AM – 5:00 PM.
- **Workshops:** Attend our regularly hosted academic workshops on STEM topics and professional development, often in collaboration with specialized faculty.
- **Location:** BWML Room 128.
- **Contact Us:** For more information or to book an appointment, email tutoring@sulross.edu or call (432) 837-8726.

Looking for additional support?

- **Tutor.com** offers FREE 24/7 online tutoring in over 200 subjects, including specialized support for ESL and ELL learners with native Spanish-speaking tutors.
- **Access Tutor.com via Blackboard:** Log in to your Blackboard account to get started anytime, anywhere.

Take advantage of these valuable resources to boost your confidence and performance in your classes. We look forward to helping you succeed!

Class Schedule

THIS CALENDAR IS TENTATIVE. IT HAS TO BE TAKEN AS A GUIDELINE ONLY. IT MAY BE MODIFIED TO FULFILL THE NECESITIES OF THE CLASS

BLOQUE 1: La Edad Media (Siglos XI al XV)

Marca los primeros testimonios escritos en lengua romance peninsular (las breves *jarchas*). Destacan los cantares de gesta como el Cantar de mio Cid, que exaltaban las hazañas heroicas de la Reconquista. Hacia el siglo XV, la lírica culta cobra madurez con autores como Jorge Manrique y sus universales Coplas a la muerte de su padre

SEMANA 1: Introducción al curso. Introducción a la historia de la España medieval. Introducción breve a la poesía medieval: *Poema de La Cava Florinda*
Literatura medieval, Las jarchas

SEMANA 2: **Cantar de mio Cid**

https://www.cervantesvirtual.com/obra-visor/texto-modernizado-del-cantar-de-mio-cid--0/html/0175c3aa-82b2-11df-acc7-002185ce6064_6.html

<https://www.caminodelcid.org/sites/default/files/2024-08/cantar-de-mio-cid-integro-version-modernizada-de-alberto-montaner-frutospdf.pdf>

Analizar el *Poema de Mio Cid*. Ejemplo: La vida medieval. La lealtad. La moral. El papel de la mujer, la honra, el honor o el matrimonio., etc.

Leer (ejemplo 1 al 10). Preguntas para discusión: El rol moral en la literatura medieval (The rol of moral tales in Medieval literature)

Lee *La afrenta de corpes*. Comenta las relaciones de género, la violencia y la atemporalidad de los hechos.

Enlace al poema en castellano moderno:

<https://www.cjpb.org.uy/wp-content/uploads/repositorio/serviciosAlAfiliado/librosDigitales/Cantar-Mio-Cid.pdf>

SEMANA 3: Don Juan Manuel: *El conde de Lucanor* (cuentos V, VII, XX, XXXV)

España imperial (Siglo XVI)

<https://www.cervantesvirtual.com/obra-visor/el-conde-lucanor--0/html/>

Fernando de Rojas. *La Celestina*

https://www.cervantesvirtual.com/obra-visor/la-celestina--3/html/ffac6628-82b1-11df-acc7-002185ce6064_2.html#I_1_

Película: <https://ok.ru/video/7933865036531> (Dir. Gerardo Vera, 1996)

• PRESENTACIONES ORALES

BLOQUE 2: El Renacimiento (Siglo XVI)

Durante la primera mitad del periodo conocido como el **Siglo de Oro**, irrumpe una mentalidad antropocéntrica centrada en el optimismo, el equilibrio y la armonía. Destaca la lírica italianizante de Garcilaso de la Vega y la eclosión de la novela picaresca con el *Lazarillo de Tormes*

SEMANA 4: **POESÍA:** Garcilaso de la Vega. *Soneto XXIII*

<https://cvc.cervantes.es/actcult/garcilaso/versos/soneto09.htm>

San Juan de la Cruz, *Noche oscura*:

<https://ccat.sas.upenn.edu/romance/spanish/219/06oro/sanjuannocheoscura.html>

Fray Luís de León, *Vida retirada*: <https://ciudadseva.com/texto/oda-01-vida->

[retirada/](#)

EXAMEN MITAD DE SEMESTRE

SEMANA 5: **El Larillo de Tormes:**
<https://www.unaula.edu.co/sites/default/files/ebooks/LazarilloDeTormes.pdf>

En inglés:
<https://www.gutenberg.org/files/53489/53489-h/53489-h.htm>

BLOQUE 3: El Barroco o Siglo de Oro (Siglo XVII)

La segunda fase del Siglo de Oro responde a una profunda crisis sociopolítica y económica del Imperio español. La literatura se vuelve más compleja, pesimista y retórica, explorando temas como el desengaño. Destaca la obra cumbre de Miguel de Cervantes, *Don Quijote de la Mancha*, que inaugura la novela moderna, y dramaturgos como Lope de Vega.

SEMANA 6: **Poesía:**
Luís de Góngora, *Soneto 166*
Francisco de Quevedo, *Amor constante más allá de la muerte, A una nariz*
Lope de Vega, *El arte nuevo de hacer comedia*
<https://web.seducoahuila.gob.mx/biblioweb/upload/Lope%20de%20Vega%20Carpio%20-%20El%20arte%20nuevo.pdf>

SEMANA 7: **Pedro Calderón de la Barca**. *La vida es sueño* (fotocopia y película)
<https://www.suneo.mx/literatura/subidas/Pedro%20Calder%C3%B3n%20de%20la%20Barca%20La%20vida%20es%20sue%C3%B1o.pdf>
Película: *La vida es sueño* de Calderón de la Barca
<http://www.youtube.com/watch?v=fcJ987ZtxXk>
Existencialismo en la obra de Calderón:
<https://www.youtube.com/watch?v=VSSnzOaTvPY>

ENSAYO

SEMANA 8: **Miguel de Cervantes**
Reading: *Don Quijote de la Mancha* (versión abreviada)
https://profedelengua.es/Don_Quijote_completo_-seleccion-.pdf
(solo la primera parte pág. 1-85)

FINAL EXAM