Spanish Language and Literature (Year 1 and 2, Three-Year Course Students)

(Spanish Literature), (Spanish Literature - Year 2)

Prof. Sara Carini

**Spanish Language Practical Classes (Year 1, First-Level Degree)**

Dr Silvia Cuenca Barrero, Dr Luca Fiocchi

Spanish Language Practical Classes (Year 2, First-Level Degree)

Dr Silvia Cuenca Barrero, Dr Luca Fiocchi

Spanish Language and Literature (Year 1 and 2, Three-Year Course Students)

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COURSE AIMS AND INTENDED LEARNING OUTCOMES

The course aims to offer a panorama of Spanish literary production from the seventeenth to the nineteenth century, with special attention to the main literary currents and the most significant authors. In particular, in the first semester we will study Spanish prose, poetry and theatre of the Golden Age, focusing in particular on the work of Lope de Vega. After an initial cultural and literary contextualisation by way of the main authors of the period, we will focus on the principles of *new comedy* proposed in *Arte nuevo de hacer comedias en este tiempo* and analyse *El Caballero de Olmedo*. During the second semester, we will study the literature of the eighteenth and nineteenth centuries, deepening the study of literary realism and the production of Benito Pérez Galdós, with particular attention to *Misericordia*. The works will be contextualised against the cultural history of Spain and its most important literary and artistic movements, in order to help students understand the forms and functions of the literature of the period under analysis.

At the end of the course, students will have acquired knowledge that will allow them to:

* critically analyse the texts examined;
* contextualise the works being studied within the Spanish and European artistic movements;
* recognise the rhetorical, topical and structural peculiarities of the texts analysed.

The application and understanding of this knowledge will allow students to make internal connections within the history of Spanish literature of the period, not only between literary works, authors and artistic currents, but also between the different areas of Spanish cultural production of the centuries covered in class. They will also develop autonomous critical skills and theoretical tools for literary analysis.

COURSE CONTENT

Semester 1:

- Miguel de Cervantes, *Don Quijote de la Mancha,* (selection of anthological passages);

- Francisco de Quevedo, poetic anthology ("El reloj de arena", "Amor constante más allá de la muerte", "Dice que su amor no tiene parte alguna terrestre", "A un hombre de gran nariz");

- Luis de Góngora, poetic anthology ("Soledades" – selections –, "Las flores del romero", "No son todos ruiseñores", "Mientras por competir con tu cabello", "No de fino diamante o rubí ardiente");

- Il teatro del Siglo de Oro e Lope de Vega: i principi dell '*Arte nuevo de hacer comedias en este tiempo* e *El Caballero de Olmedo;*

- Pedro Calderón de la Barca, *La vida es sueño* (selection of anthological passages).

Semester 2:

- José de Cadalso, *Noches Lúgubres* (selection of anthological passages);

*-* Leandro Fernández de Moratín*, El sí de las niñas* (selection of anthological passages);

- José de Espronceda, *El estudiante de Salamanca* and a poetic anthology ("El canto del cosaco", "La canción del pirata", "El mendigo", "El verdugo");

- Gustavo Adolfo Bécquer, *Rimas* (no. I, 17, 38, 41, 42, 52, 53);

- The realistic narrative of Benito Pérez Galdós, between politics and literature: *Misericordia*.

READING LIST

Compulsory Reading List

For both modules, handouts will be available with in-depth readings and anthological pieces taken from the following works:

Semester 1 (17th century):

- Miguel de Cervantes, *Don Quijote de la Mancha* (selection of anthological passages);

- Francisco de Quevedo, poetic anthology ("El reloj de arena", "Amor constante más allá de la muerte", "Dice que su amor no tiene parte alguna terrestre", "A un hombre de gran nariz");

- Luis de Góngora, poetic anthology ("Soledades" – selections –, "Las flores del romero", "No son todos ruiseñores", "Mientras por competir con tu cabello", "No de fino diamante o rubí ardiente");

- Pedro Calderón de la Barca, *La vida es sueño* (selection of anthological passages).

Second semester (18th and 19th centuries):

- José de Cadalso, *Noches Lúgubres* (selection of anthological passages);

*-* Leandro Fernández de Moratín*, El sí de las niñas* (selection of anthological passages);

- José de Espronceda, *El estudiante de Salamanca* and a poetic anthology ("El canto del cosaco", "La canción del pirata", "El mendigo", "El verdugo");

- Gustavo Adolfo Bécquer, *Rimas* (no. I, 17, 38, 41, 42, 52, 53).

The following works are also expected to be read in full:

Semester 1:

- Lope de Vega, *El Caballero de Olmedo*, Cátedra, Madrid, last ed.

Semester 2:

- Benito Pérez Galdós, *Misericordia*, Cátedra, Madrid, last ed.

Students may choose any edition of the literary texts, although the consultation of critical editions is recommended.

The handout will be available at the photo-reproduction workshop in Via Trieste and in the Blackboard online course. Whenever possible, materials for full readings will also be made available.

For the preparation of the literary history of the period, the authors and the works under analysis, it is compulsory to read the following titles (all available in the library or on the web):

For the first semester:

I. Arellano, “Estructura dramática y responsabilidad. De nuevo sobre la interpretación de *El Caballero de Olmedo* de Lope de Vega. (Notas para una síntesis)", in I. Pardo Molina, A. Serrano Agulló, *En torno al teatro del siglo de oro. XV Jornadas de Teatro del Siglo de Oro [Almería, 5-15 March 1998]*, Instituto de Estudios Almerienses, Almería 2001, pp. 95-114.

M.C. Bobes Navas, “Cervantes, práctica y teoría de la novela moderna”, Biblioteca Virtual Miguel de Cervantes, Alicante 2020, online <https://www.cervantesvirtual.com/nd/ ark:/59851/bmc1051210>

M. Chevalier, “Conceptismo, culteranismo, agudeza”, *Cuaderno Gris. Época III*, no. 1, 1994-1995, pp. 107-115.

J.M. Diez Borque, "Lope y sus públicos: estrategias para el éxito", *Rilce. Revista de filología hispánica*, vol. 27.1, 2011, pp. 35-54.

L. Rodríguez Cacho, *Manual de Historia de la literatura española,* vol. 1, Castalia, Madrid 2017. (Part Two: chap. 1, 5, 6, 7, 8)

J.M. Rozas, *Góngora, Lope. Quevedo. Poesía de la Edad de Oro*, vol. 2Biblioteca Virtual Miguel de Cervantes, Alicante, online <https://www.cervantesvirtual.com/nd/ark:/59851 /bmc47499>

J.M. Ruano de la Haza, "Texto y contexto de *El Caballero de Olmedo* de Lope" *,*Criticón, no. 27, 1984, pp. 37-53.

L. Schwarz Lerner, "Góngora, Quevedo y los clásicos antiguos", Biblioteca Virtual Miguel de Cervantes, Alicante, online <https://www.cervantesvirtual.com/nd/ark:/59851 /bmc6m3m6>

For the second semester:

L.M. Aparisi Laporta, "D. Benito Pérez Galdós, vecino y cronista de Madrid", in AA.VV., *2020 Año galdosiano, madrileño y novelesco. Ciclo de conferencias*, Instituto de Estudios Madrileños – CSIC, Madrid 2020, pp. 171-198.

F.L. Carreter, "Moratín en su teatro", *Cuadernos de estudio del siglo XVIII*, no. 9, 1961, pp. 6-41.

M.T. Fernández Talaya, "Benito Pérez Galdós politico", in AA.VV., *2020 Año galdosiano, madrileño y novelesco. Ciclo de conferencias*, Instituto de Estudios Madrileños – CSIC, Madrid 2020, pp. 139-170.

R. Froldi, “Apuntaciones sobre el pensamiento de Cadalso”, Biblioteca Virtual Miguel de Cervantes, Alicante 2000, online <https://www.cervantesvirtual.com/nd/ark:/ 59851/bmc1v5d3>

L. Rodríguez Cacho, *Manual de Historia de la literatura española,* vol. 2, Castalia, Madrid 2017. (Part Three: Chapters 1, 2, 3, 4, 5).

L. Romero Tobar, *Panorama crítico del romanticismo español,* Castalia, Madrid 1994 (chap. 3, 4, 5 and 6).

S. Sábada Alonso, "Espacio y personajes en “Misericordia” de Benito Pérez Galdós”, *Cuadernos de investigación filológica*, no. 27-28, 2001-2002, pp. 63-80.

Recommended Reading List

Students who wish to study the contents of the course independently can also consult the following titles:

For the first semester:

C. Alvar-J.C. Mainer-R. Navarro, *Storia della letteratura spagnola,* edited by Pier Luigi Crovetto, Einaudi, Turin, 2000, vol. 1 (Il Medioevo e l’Età dell’Oro).

I. Arellano, *Historia del teatro español del siglo XVII,* Cátedra, Madrid 2002 (chap. 1, 2, 6).

I. Arellano Ayuso, *Los rostros del poder en el Siglo de Oro: Ingenio y espectáculo*, Gredos, Madrid 1994.

J. Casalduero, “Sentido y forma de *El Caballero de Olmedo*”, *Nueva revista de filología hispánica*, vol. 24, no. 2, 1975, pp. 318-328.

J.M. Diez Borque, *Sociología de la comedia española en del siglo XVII,* Cátedra, Madrid 1976.

R. Froldi, *Lope de Vega y la formación de la comedia: en torno a la tradición dramática valenciana y al primer teatro de Lope,* Anaya, Salamanca 1968.

C.C. García Valdés, “«El Caballero de Olmedo»: tragedia y parodia”, in I. Arellano, V. García Ruíz, M. Vitse (Eds.), *Del horror a la risa: los géneros dramáticos clásicos*, Reichenberger, Kassel 1994 pp. 137-160.

F. Ruiz Ramón, *Historia del teatro español. Desde sus orígenes hasta 1900*, Cátedra, Madrid 1986. (relevant chapters)

E. Rull, "“Perspectivismo y espacios simbólicos en *La vida es sueño*”, *Hipogrifo*, 5.1, 2017, pp. 409-419.

For the second semester:

C. Alvar-J.C. Mainer-R. Navarro, *Storia della letteratura spagnola,* edited by Pier Luigi Crovetto, Einaudi, Turin, 2000, vol. 2 (L’età contemporanea).

J.A. Garrido Ardila, “Realismo y realidad en “Misericordia” de Galdós”, *Bulletin hispanique*, vol. 118, no. 2, 2016, pp. 535-554.

G. Leone, “Era más de la media noche: soglie di tempi e momenti di trasformazione estetica. Variazioni di stile in José de Espronceda", *Artifara. Revista de lenguas y literaturas ibéricas y latinoamericanas*, no. 12, 2012, pp. 58-71.

D. Martínez Torrón, "Fundamentos teóricos acerca del romanticismo español”, Biblioteca Virtual Miguel de Cervantes, Alicante 2002, online <https://www.cervantesvirtual.com/ nd/ark:/59851 /bmcst7k9>

R. Navas Ruiz, *El romanticismo español*, Cátedra, Madrid 1982.

F. Pedraza Jiménez, M. Rodríguez Cáceres, *Las épocas de la literatura española,* Ariel, Barcelona 2020. (chap. 4-8)

J.C. Rodríguez, “La ilustración y la invención humana (Moratín en el laberinto de las luz)”, *Cuadernos de ilustración y romanticismo*, no. 19, 2013, pp. 27-56.

F. Ruiz Ramón, *Historia del teatro español. Desde sus orígenes hasta 1900*, Cátedra, Madrid 1986. (relevant chapters)

NOTE: Additional readings will be indicated by the lecturer during the course and posted on the Blackboard course.

TEACHING METHOD

Frontal lectures in Spanish, analysis of literary texts and critical commentary.

The tutorials held by Prof. Belloni complement the teaching of Spanish Language and Literature 2. Semester students will only follow the lectures taught by Dr. Carini in the first semester and will only take the single subject programme of the first semester. First-year students (Bachelor's degree) will complete the full programme (first semester module and second semester module). Second-year students (Bachelor's degree) will complete the full programme (first semester module and second semester module) as well as the tutorials by Prof. Belloni.

ASSESSMENT METHOD AND CRITERIA

 The final assessment will assess the student's acquired skills and knowledge; in particular, the competence demonstrated in commenting on a literary text critically and independently will be taken into account. The relevance of the student's answers, their appropriate use of the specific terminology, their reasoned structuring, and their possession of the analytical tools highlighted in the textual analysis will contribute to the assessment. The student's critical capacity and depth of reflection on the forms and functions of Spanish literature during this period will also be assessed. During the academic year, students will be able to take continuous assessment tests proposed by the lecturer.

 For the first year, the exam consists only of an oral interview on the contents of the single subject course (one semester or two semesters depending on the student's curriculum).

 For the second year, the course-end exam, held during the scheduled exam session, consists of two tests: the first, covering the tutorial course programme, consists of 31 questions in Spanish, to be taken via the Blackboard platform; the second, covering the single subject course programme (first and second semester), comprises an oral interview on the contents of the course. It is possible to take the tutorial course and single subject exams at two different times but always within the same exam session.

The exam can be taken in Italian by first-year students who do not feel like taking it in Spanish, but must be taken in Spanish by second-year students. Reading, translating and commenting on the texts covered in the programme constitutes a fundamental part of the oral interview. Students are invited to bring their own texts to the exam (see Reading List for compulsory editions) and the handouts used in class during lectures.

 For students whose studies include the annual single subject course, the final mark for the Spanish Language and Literature exam is based on the weighted average of the results for the interim written and oral language tests. For semester students, there is no preparatory training.

NOTES AND PREREQUISITES

Being introductory in nature, there are no prerequisites for attending the course. Classes will be held in Spanish, so a basic oral comprehension of the Spanish language is required. It is also hoped that students will possess an intellectual interest and curiosity in the Spanish language and culture, as well as maturity in critical reflection.

Further information can be found on the lecturer's webpage at http://docenti.unicatt.it/web/searchByName.do?language=Eng or on the Faculty notice board.

. - Spanish Literature 2 Practical Classes

Prof. Benedetta Belloni

COURSE AIMS AND INTENDED LEARNING OUTCOMES

Support and classification from a general point of view of the Spanish Language and Literature 2 course (Dr. Sara Carini). The course aims to offer an overview of the history and Spanish literature of the centuries studied. Through the analysis of texts drawn from representative authors, a historical-literary path will be presented to equip students with the necessary tools for better understanding the transformations of Spanish literature in this period. At the end of the course, students will be able to critically analyse the texts examined, contextualise them within the Spanish artistic movements, and recognise their rhetorical, topical and structural peculiarities.

COURSE CONTENT

- Tirso de Molina, *El burlador de Sevilla* (selection of texts in the lecture notes);

- Miguel de Cervantes, *Novelas exemplares* (selections of texts in the lecture notes);

- Duque de Rivas, *Don Álvaro o la fuerza del sino* (selection of texts in the lecture notes);

- José Zorrilla, *Don Juan Tenorio* (selection of texts in the lecture notes);

- Mariano José de Larra, *Artículos* (selection of texts in the lecture notes);

- Juan Valera, *Pepita Jiménez* (selection of texts in the lecture notes).

COMPULSORY Reading List

The anthology excerpts to be prepared for the exam will be made available on the Blackboard online course.

RECOMMENDED READING LIST

C. Alvar, J.C. Mainer, R. Navarro, *Breve historia de la literatura española,* Alianza Editorial, Madrid 1998.

TEACHING METHOD

Frontal lectures in Spanish. Use of material on the Blackboard platform.

ASSESSMENT METHOD AND CRITERIA

The final exam comprises a computerised test to be taken on the official exam dates, administered via the Blackboard platform, in which students will have to answer 31 questions in Spanish, aimed at evaluating their correct learning of the course contents. The test is preparatory to the single subject Spanish Language and Literature 2 exam, which must be taken in the same exam session. The mark obtained for the computerised test on the tutorials contributes to the calculation of the final mark.

NOTES AND PREREQUISITES

The course is semester-based. Being introductory in nature, there are no prerequisites for attending the course. Classes will be held in Spanish, so a basic oral comprehension of the Spanish language is required. It is also hoped that students will possess an intellectual interest and curiosity in the Spanish language and culture, as well as maturity in critical reflection.

Further information can be found on the lecturer's webpage at http://docenti.unicatt.it/web/searchByName.do?language=Eng or on the Faculty notice board.

# Spanish Language Practical Classes (Year 1, First-Level Degree)

Dr Silvia Cuenca Barrero, Dr Luca Fiocchi

COURSE AIMS

The course aims to take students along a path, starting with learning the basics of the language, that will help them acquire a wealth of knowledge and skills corresponding to level A2-B1 of the Common European Framework of Reference for Languages. The didactic activities aim to promote mastery of the basic morphosyntactic and lexical structures of the Spanish language, with particular attention to the analysis of contrastive-comparative dynamics with the Italian language. Starting from communication criteria and methodologies, the aim is to simultaneously develop students' skills of comprehension and the oral and written expression of messages and texts of a daily nature at the elementary-intermediate level, as well as to refine their primary level translation techniques towards the L2 level.

INTENDED LEARNING OUTCOMES

At the end of the course, students will have acquired the morphosyntactic and lexical contents addressed during the course and be able to understand written and oral texts corresponding to the intermediate level. At the communicative level, students should be able to express in a simple way opinions and thoughts related to the oral activity topics carried out during lectures and interact in Spanish with the lecturer and classmates. Students should also have acquired the ability to grasp and resolve any difficulties related to the main contrasts between Italian and Spanish.

COURSE CONTENT

The programme includes three essential aspects of language: phonology, morphology and syntax. In the section on phonology, we will present the Spanish vowel and consonant system, hyphenation and accentuation. The section on morphology will analyse the parts of discourse: the noun and the distinctions of gender and number, the particularities and exceptions; the adjective and the pronoun and their classifications (possessive, demonstrative, indefinite, interrogative, exclamatory and numerals); the determinate and indeterminate article; personal (subject and complement) and relative pronouns; the verbal system (regular and irregular conjugation); the adverbs of time, manner, quantity; the prepositions. The section on syntax will lay the foundations for studying discourse: the simple proposition; verb complements; the main uses and functions of the verbs *ser*, *estar* and of the impersonal verbs *haber* and *hacer;* the meaning and use of indicative, imperative and subjunctive moods and tenses; the impersonal forms of the verb, as well as the main periphrastic forms.

The interactive activities will focus on the following contents: introducing oneself, describing physical aspects of the person and the environment; greeting, saying goodbye, introducing someone, using courtesy formulas; asking and giving information about places, people, things; asking and giving information about the weather; using spatial and temporal markers; indicating the presence, existence, quantity and location of people and objects; talking about the present, describing actions of daily life; expressing tastes and preferences; expressing agreement or disagreement; describing one's aspirations, desires and future projects; giving and accepting orders, advice and suggestions; offering or refusing help; communicating quantity and price; remembering, describing and linking past actions (continuous or simple); making comparisons between people, objects and facts; expressing possibilities, duties and needs; describing moods, emotions and feelings; expressing opinions, judgments and evaluations about people and facts; knowing how to organise a story in the present and the past.

READING LIST

Texts adopted

For absolute beginner students:

- Raquel Pinilla Gómez, Alicia San Mateo Valdehíta, *ELExprés Nueva edición* A1-A2-B1, Libro del alumno (en papel o edición digital), SGEL, Madrid 2016.

For intermediate level students:

**-** J. Corpas; A. Garmendia; C. Soriano**.** *Aula internacional Plus 3* **-** Libro del alumno o Versión con licencia Premium (libro en papel + plataforma digital), Difusión, Barcelona 2021.

Compulsory readings to be prepared for the oral exam

- Lorena Franco, *La viajera del tiempo,* Amazon Publishing, 2017. Paper or Kindle version.

- Various authors, *El mundo en español*. Nivel A2, ed. Habla con Eñe, Madrid 2019.

Further guidance on the Spanish part of the programme will be provided during the academic year with material available on the Blackboard virtual platform.

Recommended support texts for self-learning

- Francisca Castro Viúdez, *Aprende gramática y vocabulario*, Nivel A1, SGEL, Madrid 2004 (Absolute beginners).

- Francisca Castro Viúdez; Pilar Díaz Ballesteros, *Aprende gramática y vocabulario*, Nivel A2, SGEL, Madrid 2005 (Absolute beginners).

- Francisca Castro Viúdez; Pilar Díaz Ballesteros, *Aprende gramática y vocabulario 3*, Nivel B1, SGEL, Madrid 2006 (Intermediate level).

- L. Aragonés; R. Palencia, *Gramática de uso del español, Nivel A1-A2*, Hoepli, Madrid 2009.

-L. Aragonés; R. Palencia, *Gramática de uso del español, Nivel B1-B2*, SM, Madrid 2008.

Dictionaries RECOMMENDED FOR CONSULTATION and LEXICAL CONSOLIDATION

- C. Maldonado (Ed.), *Clave: Diccionario de uso del español actual*, SM, Madrid 2008.

L. Tam, *Dizionario spagnolo-italiano. Diccionario italiano-español,* Hoepli, Milan 2009.

- Real Academia Española, *Diccionario de la Lengua Española*, RAE, Madrid 2014.

- María Moliner, *Diccionario de uso del español*Gredos, Madrid 2007 (2 volumes).

- María Moliner, *Diccionario de uso del español*, Edición abreviada, Gredos, Madrid 2007.

TEACHING METHOD

Lectures in the classroom and in the multimedia laboratory.

Practical exercises in understanding Spanish texts and in written expression.

Exercises in translating short texts from Spanish to Italian and vice versa.

Communication activities aimed at developing comprehension and oral and written expression, beginning with authentic texts (newspapers, films, web pages, etc.).

Lexical consolidation activities and introduction to the use of bilingual and monolingual dictionaries.

ASSESSMENT METHOD AND CRITERIA

The exam takes place in two stages, both compulsory for all students.

1. A written exam testing students’ language skills, the production of a written text, and dictated comprehension.
2. An oral interview exam in which students will be asked to hold a conversation in Spanish based on the content of the compulsory readings as well as the material viewed in class. The minimum mark for passing this test is 18/30; the maximum mark is 30/30.

NOTES

Any changes to the programme will be communicated in class and published on Blackboard in *the Spanish Language Course 1 (Three-year) – Interim exam (2023-2024)*. Students are required to be aware of such variations. Lecturers are available to students before and after classes.

Further information can be found on the lecturer's webpage at http://docenti.unicatt.it/web/searchByName.do?language=Eng or on the Faculty notice board.

# Spanish Language Practical Classes (Year 2, First-Level Degree)

Silvia Cuenca Barrero, Luca Fiocchi

COURSE AIMS

1. The main objective of the course is to continue on the path that brought the student to level B1, equipping them with knowledge, communication and inter-relational skills corresponding to level B2 of the Common European Framework of Reference for Languages. Starting from a still largely communicative perspective, the contents for reaching level B2 aim to complete the morphological and syntactic panorama, expand the lexical repertoire with particular attention to the contrasting aspects that characterise the Italian and Spanish languages, and develop the necessary skills for students to refine the textual and synthetic aspects of contents in written form. A significant amount of time will be dedicated to activities that stimulate the development of translation skills from L1 to L2, with particular focus on the syntactic, lexical and formal aspects that characterise the target language.

INTENDED LEARNING OUTCOMES

At the end of the course, students are expected to know the morphosyntactic and lexical content, both oral and written, addressed during the course and corresponding to level B2. Students should also have acquired the ability to summarise messages received in written and oral form, with consequent application of the subordinate structures of discourse. At the communicative level, students should be able to articulate opinions and thoughts related to the topics covered during the lectures and to interact in Spanish with the lecturer and classmates, knowing how to express nuanced reasoning consistent with the level achieved. Students should also be able to grasp and resolve, in a discursive way, the difficulties attributable to the distinctive features of Italian and Spanish syntax and to demonstrate a thorough knowledge of lexical problems related to the related languages.

COURSE CONTENT

The course will cover two essential aspects of language: morphology and syntax. The section on morphology will analyse the meaning and functions of indicative and subjunctive; the non-personal forms of the verb (infinitive, gerund, participle); subordination (noun, adjective and circumstantial); the passive voice and impersonal forms; direct and indirect speech; the use of suffixes and prefixes; the formation of compound words. The section on syntax will lay the foundations for studying more complex levels of discourse: the compound proposition; verb complements; the prepositional regency of verbs, periphrases; discursive connectors.

The interactive activities will focus on the following contents: asking for and giving advice and instructions; orally describing one's impressions of things, facts and people; expressing surprise, disbelief and indifference; transmitting and summarising information; listening to opinions and advancing objections; identifying and describing objects, people, places; describing and linking past experiences; reading and understanding newspaper articles; giving opinions, formulating value judgments; narrating stories, book and film plots; expressing real and unreal hypotheses in the present and in the past; asking for the floor in formal contexts, presenting what one wants to say and defending one's ideas and opinions; summarising short texts of any topic in writing; translating texts of an informative nature.

READING LIST

TEXTS IN USE

Grammar

- Various authors. *Competencia gramatical en uso. Ejercicios de gramática: Forma y uso. B2*, Edelsa, Madrid 2018. (Compulsory text for attending and non-attending students).

1. COMPULSORY READINGS TO BE PREPARED FOR THE ORAL EXAM

-Alberto Vàsquez – Figuero A, *Bajamar,* Arzalia, Madrid 2018. Paper or Kindle version.

- Carmen Aguirre et al, *El mundo en español, lecturas de cultura y civilización. Nivel B*, Habla con eñe, Madrid 2019.

Further guidance on the Latin America part of the programme will be provided during the academic year and the material will be made available on the Blackboard virtual platform.

Recommended support texts for self-learning

F. Castro Viúdez, *Uso de la gramática española* – Nivel Intermedio, Edelsa, Madrid, last

edition.

F. Castro Viúdez, *Uso de la gramática española* – Nivel Avanzado, Edelsa, Madrid, last

edition.

L. Gómez Torrego, *Gramática didáctica del español,* SM, Madrid, last edition.

O. Cerrolaza Gili, *Diccionario práctico de gramática,* Edelsa, Madrid.

Real Academia Española, *Nueva gramática de la lengua española. Manual*, Espasa Libros, Madrid 2010.

Real Academia Española, *Ortografía de la lengua española* Espasa Libros, Madrid 2010.

Real Academia Española, *Nueva gramática de la lengua española: fonética y fonología*, Espasa Libros, Madrid 2010.

Real Academia Española, *Nueva gramática básica de la lengua española,* Espasa Libros, Madrid 2011.

RECOMMENDED DICTIONARIES FOR CONSULTATION AND LEXICAL CONSOLIDATION

C. Maldonado (Ed.), *Clave. Diccionario de uso del español actual*, SM, Madrid 2008.

L. Tam, *Dizionario spagnolo-italiano. Diccionario italiano-español,* Hoepli, Milan 2009.

M. Moliner, *Diccionario de uso del español*, Gredos, Madrid 2007 (2 volumes).

M. Moliner*, Diccionario de uso del español*, Edición abreviada, Gredos, Madrid 2007.

Real Academia Española, *Diccionario de la lengua española*, 2014.

Real Academia Española, Asociación de Academias de la lengua española, *Diccionario*

 *panhispánico de dudas,* Santillana, Madrid 2017.

A. Sánchez, *Gran diccionario de uso del español actual*, SGEL, Madrid 2002.

I. Bosque, *REDES. Diccionario combinatorio práctico del español contemporáneo*, SM, Madrid 2004.

TEACHING METHOD

Lectures in the classroom and in the multimedia laboratory. Exercises in dictation, grammar, vocabulary and translation.

Written and oral comprehension activities and exercises in textual summaries. Oral and written expression activities based on authentic texts (newspapers, films, web pages, videos on multimedia channels, etc.).

ASSESSMENT METHOD AND CRITERIA

The exam takes place in two stages, both compulsory for all students:

1. A written exam consisting of a language skills test, a translation from Italian to Spanish, a test on summarising a written text, and a listening comprehension test.
2. An oral interview exam in which students will be asked to hold a conversation in Spanish based on the content of the compulsory readings as well as the material viewed in class. The minimum mark for passing this test is 18/30; the maximum mark is 30/30.

NOTES

Any changes to the programme will be communicated in class and published on Blackboard in *the Spanish Language Course 2 (Three-year) – Interim exam (2023-2024)*. Students are required to be aware of such variations. Lecturers are available to students before and after classes.

Further information can be found on the lecturer's webpage at http://docenti.unicatt.it/web/searchByName.do?language=Eng or on the Faculty notice board.