

M.S. Spanish and Spanish Education

Master's Exams and Reading Lists

(Approved, Spring 2017)

The M.S. Exam along with your coursework aims to reflect your mastery of the field. This exam is, thus, an opportunity to demonstrate your knowledge of literary history, linguistics, cultures, and teaching methods within the Hispanic speaking world. You can choose between a Literature Track with Peninsular or Latin American literature as your primary emphasis or an Education Track with Education/Methods/Linguistics as your primary emphasis and Peninsular/Latin American literature/culture as your secondary emphasis (see sample map below). This means that during your master's you should take at least one course of each area, Peninsular, Latin American literature, and Education/Methods/Linguistics (different than the WLC course).

Exam Structure:

- When: M.S. exams must be taken in mid-October for students graduating during the Fall semester or mid-March for students graduating during the Spring and Summer semesters.
- Duration: 6 hours, 3 hours per day.
- What to do:
 - Literature Track: The graduate committee will provide students with a literary work of the Peninsular and Latin American regions for analysis and evaluation. These literary works should be discussed through a close reading analysis as well as an evaluation of the literary and historical context in which the work was written. This includes but is not limited to a description and evaluation of the author's overall work and the placement of the text within the writer's whole literary corpus, the literary movement to which s/he belongs to, the historical context, as well as the development of a cohesive comment and hypothesis that organizes the students' ideas.
 - Education Track: The graduate committee will provide students with a scenario that should be examined by using pedagogical terminology, concepts, and state of the art teaching methods. Students might be required to create a lesson plan or explain which teaching methods would be appropriate for the given scenario.

This following reading list contains the minimum materials that you should have read and studied in preparation for your M.S. exams. These texts may or may not be part of your graduate coursework at Minnesota State University, Mankato. It is your responsibility to cover the lists' minimum expectations. Please notice that you could be examined on any other texts and materials presented during your coursework too. During your exams, you may also add information on other texts that you have read that are relevant to your master's questions. This

reading list is, thus, a living document. You should be in contact with your advisor to determine the scope of your examinations and any extra information that your professors will add to your exams.

Grading

- Each component of the exam will be graded as follows:
 - o Pass
 - o Fail
- In order to pass the M.S. exam, students must have a grade of pass in all of the components.
- If a student fails one part of the exam, s/he may re-take that component at the beginning of November (Fall graduation) April (Spring/Summer graduation). There will be no second re-takes.
- If a student fails more than one part of the exam, s/he must re-take the entire exam in the following semester.
- A Graduate Committee will determine the grade of an exam based on the quality of the answers.
- If a student fails the exam, the Graduate Committee will write a rationale explaining the reason for failure.
- The Graduate Committee has 2 weeks to review the M.S. exams.
- All graduate students will be informed about their grade at the same time.

EDUCATION, TEACHING METHODS, LINGUISTICS

(Suggested Readings)

Foreign Language Teaching Methods

1. Lee, James F. & Van Patten, Bill. (2003). *Making Communicative Language Teaching Happen*. New York: McGraw-Hill.
2. Farley, Andrew P. (2004). *Structured Input: Grammar Instruction for the Acquisition Oriented Classroom*. New York: McGraw-Hill.
3. Brandl, Klaus (2008) *Putting Communicative Language Teaching in Action* Pearson.

Second Language Acquisition

1. Lightbown, Patsy & Spada, Nina. (2006). *How Languages are Learned*. Oxford: Oxford University Press.
2. Ellis, Rod. (1997). *Second Language Acquisition*. Oxford: Oxford University Press.
3. Koike, Dale & Klee, Carol (2013). *Linguistica aplicada* 2nd ed. Wiley and Sons.

Computer Assisted Language Learning

1. Hubbard, Phil. *An Invitation to CALL: Foundations of Computer-Assisted Language Learning*. <http://www.stanford.edu/~efs/callcourse/index.htm>
2. Levy, Michael. (1997). CALL in context II: an interdisciplinary perspective. In M Levy (Ed.), *Computer-Assisted Language Learning*. (pp. 47–75). Oxford: Oxford University Press.
3. Hwu, Fenfang. (2004). *On the applicability of input enhancement hypothesis and input processing theory in multimedia CALL: The case of Spanish preterite and imperfect instruction in an input application*. *CALICO Journal*, 21(2), 317–338.
4. Noriko Nagata. (1996). *Computer vs. workbook instruction in second language acquisition*, *CALICO Journal*, 14(1), 53–75.
5. Heift, T. (2004). Corrective Feedback and Learner Uptake in CALL. *ReCALL Journal*, 16(2), 416–431.
6. Elizabeth G. Joiner. (1997). Teaching listening: how technology can help. In Michael D. Bush and Robert M. Terry (Eds.) *Technology-enhanced language learning*. (pp. 77–120). Lincolnwood, IL: National Textbook Company.
7. Hoven, D. (1999). *A model for listening and viewing comprehension in multimedia environments*. *Language Learning & Technology*, 3(1), 88–103.
8. Rézeau, Joseph. (2001). Concordances in the classroom: The evidence of the data. In Chambers, Angela and Graham Davies (Eds.), *ICT and Language Learning: A European Perspective*. (pp. 147–166). Lisse, The Netherlands: Swets & Zeitlinger.
9. Plass, J. L., Chun, D. M., Mayer, R. E., and Leutner, D. (1998). Supporting visual and verbal learning preferences in a second-language multimedia learning environment. *Journal of Educational Psychology*, 90(1), 25–36.
10. Bernstein, Jared, Najmi, Amir, & Ehsani, Farzad. (1999). Subarashii: Encounters in Japanese spoken language education. *CALICO Journal*, 16(3), 361–377.
11. Smith, B. (2003). Computer-mediated negotiated interaction: An expanded model. *The Modern Language Journal*, 87, 38–57.
12. Dalby, Jonathan & Kewley-Port, Diane. (1999) Explicit Pronunciation Training Using Automatic Speech Recognition Technology. *CALICO Journal*, 16(3), 425–445. US Department of Education. (2010). Evaluation of evidence-based practices in online

learning. A meta-analysis and review of online learning studies.

<http://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf>

SPANISH M.S. READING LIST

LITERATURA ESPAÑOLA

Edad Media

1. Las jarchas romances (selecciones)
2. Las cantigas galaico-portuguesas (selecciones)
3. El romancero (selecciones)
4. *Cantar de Mío Cid*
5. *El conde Lucanor*, de Don Juan Manuel
6. *El libro de buen amor*, de Juan Ruiz (Arcipreste de Hita)
7. *Coplas de Jorge Manrique a la muerte de su padre*, de Jorge Manrique
8. Las “Serranillas” del Marqués de Santillana
9. *La Celestina*, de Fernando de Rojas

El Siglo de Oro

1. Sonetos de Garcilaso de la Vega (selecciones)
2. *El Lazarillo de Tormes*, Anónimo
3. San Juan de la Cruz: “Cántico espiritual” y “Noche oscura del alma”
4. Miguel de Cervantes: *Don Quijote de la Mancha* y *El coloquio de los perros*
5. Lope de Vega: *Fuenteovejuna*
6. Tirso de Molina: *El burlador de Sevilla*
7. Calderón de la Barca: *La vida es sueño*
8. Francisco de Quevedo: *El buscón* y poemas (selecciones)
9. Luis de Góngora: poemas (selecciones)

La Ilustración

1. Leandro Fernández de Moratín: *El sí de las niñas*
2. José Cadalso: *Noches lúgubres*
3. Melchor de Jovellanos: “Elogio de Carlos III”
4. Selecciones de poesía ilustrada

El Romanticismo

1. Mariano José de Larra: “Vuelva usted mañana”, en *Artículos de costumbres*
2. José de Espronceda: “La canción del pirata”
3. José Zorrilla: *Don Juan Tenorio*
4. Gustavo Adolfo Bécquer: *Rimas* y los cuentos “El rayo de luna”, “El miserere” y “Los ojos verdes”

Del Realismo a la época actual

1. Benito Pérez Galdós: *Misericordia*
2. Emilia Pardo Bazán: “Las medias rojas”
3. Leopoldo Alas (Clarín): *Adiós cordera* (selección)
4. Miguel de Unamuno: *Niebla*
5. Ramón del Valle-Inclán: *Luces de bohemia*
6. Pío Baroja: *Camino de perfección*
7. Azorín: *La voluntad*
8. Antonio Machado: poesías (selección)
9. José Ortega y Gasset: *La deshumanización del arte*
10. Federico García Lorca: *Romancero gitano* y *La casa de Bernarda Alba*
11. *Antología poética de la Generación del 27* (eds. Cátedra o Castalia)
12. *Antología de la poesía española (1939-1975)*. Ed. de José Enrique Martínez.
13. Carlos Ruiz Zafón: *La sombra del viento*
14. Arturo Pérez Reverté: *Las aventuras del capitán Alatriste*

LITERATURA HISPANOAMERICANA

Época colonial

1. Literatura maya, "Popol-Vuh" y "Libro del Chilam Balam" (Compilación y prólogo de Mercedes de la Garza, Caracas: Biblioteca Ayacucho, 1980).
2. Cristóbal Colón: *Diarios de viaje y Cartas*.
3. Bernal Díaz del Castillo: *Historia verdadera de la conquista de Nueva España*.
4. Inca Garcilaso de la Vega: *Comentarios reales*.
5. Sor Juana Inés de la Cruz: "Respuesta a Sor Filotea" y "Primero sueño".
6. Juan del Valle y Caviedes: *Diente del Parnaso*.

Romanticismo

1. Esteban Echeverría: *El matadero*.
2. José Hernández: *Martín Fierro*
3. Ricardo Palma: *Tradiciones peruanas* ("La camisa de Margarita")
4. Jorge Isaacs: *María*.

Del Modernismo en adelante

1. Rubén Darío: *Azul y Prosas profanas*
2. José Martí: "Nuestra América", "Mi raza"
3. Horacio Quiroga, "A la deriva," "El hijo," "El desierto," "El perro rabioso," "La gallina degollada" y "El almohadón de plumas".
4. Mariano Azuela, *Los de abajo*.
5. José Eustasio Rivera, *La vorágine*.
6. José Enrique Rodó: *Ariel*
7. Miguel Ángel Asturias: *El señor presidente*
8. Rómulo Gallegos: *Doña Bárbara*
9. Pablo Neruda: selección de poesías
10. César Vallejo: selección de poesías
11. Octavio Paz: *El laberinto de la soledad*
12. Gabriela Mistral: *Tala*
13. . Jorge Luis Borges: *Ficciones*.

14. Alejo Carpentier: *Los pasos perdidos* ("Viaje a la semilla")
15. Julio Cortázar: *Rayuela*.
16. Juan Rulfo, *Pedro Páramo*.
17. Gabriel García Márquez: *Cien años de soledad*.
18. Carlos Fuentes: *La muerte de Artemio Cruz*.
19. Mario Vargas Llosa: *La ciudad y los perros*.
20. María Luisa Bombal: *La amortajada*.
21. Burgos, Fernando, Antología del cuento latinoamericano. Editorial Castalia. Vols. II y III.
22. Manuel Puig, *El beso de la mujer araña*.
23. Ernesto Sábato: *El túnel*
24. Rodolfo Usigli: *El gesticulador*.
25. René Marqués: *Los soles truncos*.
26. Jorge Díaz: *El cepillo de dientes*.
27. Griselda Gámbaro: *Los siameses*.
28. José Triana: *La noche de los asesinos*.
29. Leopoldo Zea: *El pensamiento latinoamericano*.