Thinking about *Don Quijote*


A. Context: SPAN 4390, *Don Quijote* (Topics in Spanish), for Spanish majors or minors and students that are fluent in Spanish, max. class size 35.

B. Student Learning Objectives:

- Recognize the major chapters of *Don Quijote* and understand their influence on the development of the novel as a mainstream genre.
- Discuss the major chapters of *Don Quijote* in connection to the work’s historical/literary context and main scholarly approaches.
- Apply main scholarly approaches and methods to interpret the major chapters of *Don Quijote*.
- Formulate a hypothesis and test it against the text and major scholarly contributions to the study of *Don Quijote* in order to develop a thesis that is well researched and original about *Don Quijote*.

2. Goals for Course Redesign.

- My main goal for my course redesign was to find a way to connect the Reading Guides Assignment and the Presentation Assignment to the Final Essay Assignment.
- **Reading Guides Assignment**: Questions about content/context, analysis and interpretation; how does the current chapter relate to previous chapters.
- **Presentation Assignment**: Every week, two students do a short presentation (max. 10 minutes) on the chapter/s that we discuss in class.

3. Redesign (Tentative).

A. Reading Guides Assignment:

- **Keywords section**: 5 keywords, students may use certain keywords such as “Don Quijote”, “Sancho” or “knight errant” only once. Students will have the opportunity to re-evaluate their keyword choice twice during the semester.
- **Mind mapping**: using their keywords, students will have to produce a mind map.
- **For their Final Essay**, students will choose one of the main topics that they have identified in their mind map.

B. Presentation Assignment:

- Students will present a draft of their Final Essay, conference panel style, and will use the feedback received from their peers to improve their essay.

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