

**MLL 358/01 READING IN HISPANIC LITERATURES AND CIVILIZATIONS I  
FALL 2007**

**203 GH: T&Th (9:30-10:45AM)**

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**Office:** Grubbs Hall 446 **Ext:** 6508

**Office Hours:** W & Th 3:00–4:00 pm.

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### **Textbooks**

Tuten, Donald, Lucía Caycedo Garner, and Carmelo Sterrich. *Fuentes: lectura y redacción*. Houghton Mifflin, 2005. 3rd. ed.

González, Mike. *Webster New World Spanish Dictionary* or any other useful Spanish-English bilingual dictionary.

### **Course Description**

This is a Writing to Learn course that seeks to prepare students to read and write well in Spanish through the understanding of grammar structures, building of an appropriate vocabulary in reading as well as developing strategic techniques in the process of writing a ray of genres from informal to formal texts.

### **Course Objectives**

- To develop reading strategies for literary and cultural articles books, journals, and newspapers
- To establish a strong foundation of grammar in written and oral Spanish
- To expand vocabulary and cultural awareness by reading and writing, as well as preparing a personal dictionary
- To practice writing a variety of genres including documents, essays, reviews, short stories, and poems

### **Philosophy of Writing**

Writing skill plays a critical role in the process of learning a target language. It helps build a rich repertoire of vocabulary and improve grammar correctness. The effectiveness of communicating in another language is notoriously increased by reinforcing the writing component along with reading and speaking. Language “is a vehicle for more than just immediate, here-and-now matters. It always carries within it the history, experiences, customs and values of those who speak it, in short, a people’s world view or culture [...] Writing down our insights on paper about ‘their way’ and ‘our way’ usually leads to more understanding and, thereby, appreciation of ‘both ways’” (Patrick).

### **Statement of Intent**

This course integrates simultaneously reading and writing. Students will have the opportunity not only of learning, but also understanding Hispanic culture while developing, as daily and progressive activity, their abilities of how to read and write in Spanish. It means how to read and write formal documents and literary text, following strategic guidelines and techniques. How to read and write informally and spontaneously, as if it were a communicative task in native language, being able to express the flow of ideas without the restrictive effect of grammar correctness during the production of the first draft.

### **Class Activities**

- **Class Participation:** Class sessions will be conducted entirely in Spanish. Students should come prepared to be engaged in class activities and discussions. Class participations will be graded based on daily attendance, the use of the target language during discussions, and the frequency and quality of interaction during class sessions.
- **Panelist of class discussions:** Each student will be in charge of leading at least one discussion in class. Topics will be assigned during the first week of classes.
- **Homework:** Assignments are scheduled in the syllabus and others will be assigned during the semester

- Compositions: Students will write six (6) compositions. The guidelines for these assignments are provided in the textbook. 30% of the final grade will be based on compositions. The criteria for grading each composition will be the following: appropriate vocabulary, acceptable grammar, coherent development of the content, clarity of the message and organization of ideas.
- Personal Dictionary and Journal: Students will prepare a list of a new vocabulary and its definitions and examples of sentences in which these words are used. A journal written as informal writing out of class is also required. The dictionary will be evaluated based on the originality of its definitions and examples. Grading the journal will be focused more in the flow and sequence of ideas and vocabulary more than the structure of grammar or development of the topic.
- Exams: There will be two (2) exams covering six chapters each. Both exams will include language (grammar and vocabulary) and culture (knowledge of topics on Latin America and Spain).

### Course policy

- Homework and work assignments will be turned in on the due date, at the beginning of the class. No new dates or excuses will be granted.
- No compositions will be able to be made up or accepted after the due date, and the grade of zero will be recorded for each missing composition.
- Class attendance: Class attendance is required. Students can miss no more than four (4) classes. Each additional absence will result in the reduction of two percent from the student's final grade.

### Retroactive Credits

The Department of Modern Languages and Literatures has a retro-credits program designed to reward students who have already spent years learning languages in high school. Students must sign up for the program with Kathy Dyer, Departmental Secretary, during the first three weeks of the semester in which they take their first language course at PSU. That course determines their language entry level and the maximum number of credits they can earn through retro-credits. For more information on retro-credits, visit our webpage at [www.pittstate.edu/flang](http://www.pittstate.edu/flang)

### Evaluation Criteria

Class participation 10%

Panelist of class discussion 10%

Personal Dictionary and Journal 10%

Homework 10%

Exams 20%

Compositions (6) 30%

### Grading system

<b>A+</b>	<b>100-97</b>	<b>B+</b>	<b>89-87</b>	<b>C+</b>	<b>79-77</b>	<b>D+</b>	<b>69-67</b>	<b>F</b>	<b>59-0</b>
<b>A</b>	<b>96-94</b>	<b>B</b>	<b>86-84</b>	<b>C</b>	<b>76-74</b>	<b>D</b>	<b>66-64</b>		
<b>A-</b>	<b>93-90</b>	<b>B-</b>	<b>83-80</b>	<b>C-</b>	<b>73-70</b>	<b>D-</b>	<b>63-60</b>		

## Class Calendar

Fechas	Temas	Panel	Tareas	Composición
<b>Agosto</b>				
Martes 21	Introducción al curso			
Jueves 23	Anuncios y latinos (pp. 2-14)	Hispanos (p.9)	A3-4,6,11-12, 17-18	
Martes 28	Reseña de una entrevista (15-16)			C1: Anuncio
Jueves 30	Cine español y España (17-28)	Historia (23-27)	A2-3, 8, 11-12, 14	
<b>Setiembre</b>				
Martes 4	"El criado..." (29-35)	Joseba Irazu (30)	A15, 17, 21-22	
Jueves 6	El cuento (36-37)			C2: Cuento
Martes 11	La América indígena (39-51)	Mayas (42-45)	A3-8, 10-12, 14-15	
Jueves 13	Eclipse (51-55)	A. Monterroso	A17-18, 20-21	
Martes 18	Mitos y leyendas (56-57)			C3: Mito o leyenda
Jueves 20	África en América (59-69)	Caribe (66)	A2-5, 6-8	<b>DD (Diario y Diccionario)</b>
Martes 25	Auto-biografía (73-74)			C4: Biografía
Jueves 27	Hispanos en USA (75-90)	USA (81)	A1-2, 6-7,9,13-14	
<b>Octubre</b>				
Martes 2	Entrevista (91-93)			C5: Entrevista
Jueves 4	Dictadura y democracia (95-110)	Política (101)	A1-3, 6-7,10-11,18-20	
Martes 9	Reseña de cine (111-112)			C6: Reseña
Martes 16	<b>Examen (capítulos 1-6)</b>			
Jueves 18	Crisis Ecológica (114-131)	Contaminación (116)	A1-4, 5, 9-10,12	
Martes 23	El reportaje periodístico (132-133)			C7: Reportaje
Jueves 25	Economía latina (134-148)	Economía (141)	A1-3, 5-8, 9-10, 16-17	<b>DD</b>
Martes 30	Curriculum y solicitud (149-152)			C8: Resumé
<b>Noviembre</b>				
Jueves 1	Arte y realidad (153-159)	Frida Kahlo (156)	A1-4, 9	

Martes 6	Arte latinoamericano (160-166)	Botero (163)	A10, 12	
Jueves 8	Ensayo literario (172-174)			C9: Ensayo A
Martes 13	Feminismo y machismo (175-186)	Marianismo (182)	A1-6, 9, 11	
Jueves 15	Ensayo (191-193)			C10: Ensayo B
Martes 20	La ilegalidad (195-203)	Modernización (199)	A1-3, 8, 11, 15-16	
Martes 27	Ensayo(204-210)			C11: Ensayo C
Jueves 29	Fronteras (212-226)	Interculturalismo (213)	A1-2, 8-9, 14-17	<b>DD</b>
<b>Diciembre</b>				
Martes 4	Ensayo de Argumentación			C12: Ensayo D
Jueves 6	<b>Examen (capítulos 6-12)</b>			