

PITTSBURG STATE UNIVERSITY
College of Arts and Sciences
SPRING 2006

Course Number and Title:	MLL 358-01 WL Readings in Hispanic Literature and Civilization I
Department Assignment:	Modern Languages and Literatures
Credit Hours:	3
Pre-requisite:	MLL 252 and MLL 254
Meets:	11:00-12:15 TTh
Faculty Member:	Judy Berry-Bravo, Ph.D., Chair Modern Languages and Literatures Professor of Spanish and Portuguese
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Office Hours:	8:00-10:00 a.m. MTWThF
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Textbook:	<u>Fuentes: Lectura y redacción</u> , 3 rd ed. (2005)
Recommended:	<u>Pequeño Larousse Ilustrado</u> (Spanish-Spanish dictionary) or <u>Gran diccionario moderno Larousse</u> (Spanish-English dictionary)

Statement of Intent:

This is a Writing to Learn course with a close integration of reading and writing. The focus of most activities is on meaning. Both higher-order cognitive strategies and lower-order decoding strategies are simultaneously practiced throughout the course. You will have opportunities to practice different styles of writing, from very informal to formal. During the semester, you will make ten journal entries in your Cuaderno Personal. These assignments provide a low-stress, safe space for writing, where you may take risks with language and ideas. On four occasions, you will conduct research using the internet to gather information related to readings. These assignments offer opportunities to practice summarizing data in your own words. Your term paper is a work in progress throughout the semester

and a good example of more formal writing. This essay is structured into three main parts: an introduction where you present the topic, explain its importance, and state a thesis; the body where you develop the thesis and give evidence to support it; and a conclusion where you summarize major points and consider possible implications.

Philosophy of Writing:

We can all learn to write well—to write clearly, simply, and effectively. In order to develop good writing skills, we must practice and perfect certain important techniques. Simply reading many examples of good writing—examples from a variety of styles, genres, and epochs—will not teach you how to write well; but if you read enough of such examples you will eventually acquire an appreciation of good writing. However, being able to appreciate something is not the same as being able to do it. To write well you have to write! Just as in acquiring and perfecting any other skill, it is necessary to practice if you are to become proficient and successful in writing.

Course Description:

For students with some previous coursework who wish to increase their skills in speaking, listening, reading, writing, and culture. The textbook uses an integrated skills approach to intermediate Spanish that develops both receptive and productive skills simultaneously. The primary objectives of this course are to help students perfect their ability to read in Spanish and to expand their knowledge of Hispanic cultures and societies.

Major Topics:

This course examines Hispanic culture and Culture. Topics include what it means to be “Hispanic,” Spain as a crossroads of cultures, the indigenous peoples of the Americas, African contributions to the Caribbean peoples, dictatorship and democracy, the ecological crisis, Latin American economies, and art and identity in Spain and Latin America. Readings include short stories, poems, a play, an excerpt from a book, and informative articles. Discussions on music, popular film, and paintings lead to further appreciation of the term “Hispanic.”

Grading:

The standard grading scale is applied to these evaluative instruments:

Exams 3 @ 100 points each	300	A = 491-545
Vocabulary Quizzes 9 @ 5 points each	45	B = 436-490
Lab Assignments 4 @ 10 points each	40	C = 382-435
Class Journal	30	D = 327-381
Personal Journal (Cuaderno Personal)		F = 0 -326
8 entries @ 10 points each	80	
Essay	<u>50</u>	
	545	

☼ Examinations allow students to demonstrate knowledge of factual information on Spanish and/or Latin American culture and societies. They also require students to perform literary analysis including meaning, plot, characterization, and stylistic aspects such as use of irony, metaphor, and other linguistic and rhetorical devices.

- ☀ Vocabulary Quizzes allow students to demonstrate they have broadened their knowledge of useful terms and expressions in Spanish.
- ☀ Lab Assignments require students to conduct research using the Internet. They gather information about history, current events, and the arts in order to better understand literary pieces and their socio-cultural contexts. Then, they write a one-paragraph summary of their findings. See the section in the textbook entitled “Summarizing” on page 193.
- ☀ Class journals should contain class notes from activities and lectures as well as written homework assignments. Points are earned for completeness, organization, and timeliness.
- ☀ Personal journals allow students to express their personal reactions to the content or some aspect of the readings. Students are encouraged to quote particular sections and comment on them, and to “poach” on the texts for vocabulary with which to express their own ideas.
- ☀ See the section of your textbook entitled “Estrategia de redacción” on pages 172-173 for information about the Essay. Each student chooses a work of art from Latin America or Spain to analyze. They begin their work by answering the questions in Actividad 21 on page 173. Work continues by doing parts B, C, and D of Actividad 22 on page 174. Finally, they complete Actividad C on page 174. Also, see the special notes at the end of this course syllabus for help writing your essay.

Important Dates:

Exams are tentatively scheduled for the following dates: February 14, March 28, and May 11. Essays are due on May 4. Vocabulary Quiz dates are January 26, January 31, February 2, February 9, February 21, March 2, March 14, April 4, and April 20. Lab Assignments are due on February 14, March 28, April 4, and May 5. Personal Journals are due on January 24, January 31, February 7, February 21, March 2, March 9, April 11, and April 18.

State Standards:

Students make progress towards meeting standards required for the PreK-12 Teaching Field in Foreign Language, including:

Standard #1 The teacher of a foreign language has knowledge in specific areas related to the target language, its literature, and its culture appropriate to the developmental needs and interests of students.

Knowledge #1 The teacher is aware that language manifests itself in all aspects of life.

Knowledge #2 The teacher knows how the target culture and target language interrelate.

Knowledge #3 The teacher understands linguistic and cultural realities as dynamic and complex and views perspectives of language and culture in relation to practices and products.

Knowledge #4 The teacher knows both formal and informal aspects of the target language: geography, history, economics, the arts, religion, politics, daily living and customs, social sciences, literature, and origins of the language.

Performance #1 The teacher presents the target language, its literature, and its culture in contextually meaningful situations.

Performance #2 The teacher explains the interrelated connections between the target language and the target culture.

Examples of Required Performance Write short essays for examinations and a developed essay for a Term Paper, participate in class discussions and maintain a Class Journal, conduct research on the Internet for lab assignments.

Standard #5 The teacher of a foreign language demonstrates knowledge of second-language instructional methods, resources, and classroom management techniques conducive to critical and creative thinking.

Knowledge #2 The teacher understands foreign language instructional principles and techniques and knows how to integrate cultural knowledge, literature, history, and customs through group learning, discussions, journals, oral presentations, drama, and multi-media projects into instruction.

Knowledge #3 The teacher knows about foreign language learning and the need to vary materials with human and technological resources.

Performance #2 The teacher immerses students in foreign language communication through informative, directive, expressive, imaginative, and other interactive means.

Performance #4 The teacher, to promote students' critical understanding, presents alternative, diverse concepts and representations of foreign language culture, and encourages the students to assume cultural perspectives other than their own.

Examples of Required Performance Participate in class discussions and maintain a Class Journal, conduct research on the Internet for lab assignments.

Standard #7 The teacher of a foreign language models a variety of effective communication and instructional techniques to address the diverse needs of students.

Knowledge #1 The teacher understands the value of listening, speaking, reading, and writing in the communication process.

Performance #2 The teacher demonstrates the ability to communicate with accuracy and appropriateness in written form: vocabulary, mechanical skills, physical and organization form, style and tone, voice, development of ideas, sentence structure and fluency, and discourse.

Examples of Required Performance: Write short essays for examinations and a developed essay for a Term Paper.

Standard #8 The teacher of a foreign language integrates knowledge of and encourages interactions with the local cultures and the general school curriculum through a foreign language.

Knowledge #1 The teacher understands the culture(s) of the foreign language.

Knowledge #2 The teacher knows how to integrate aspects of the foreign language with other curricula.

Performance #2 The teacher helps students research the foreign language culture(s).

Performance #3 The teacher accesses opportunities within and outside of the community to increase cultural awareness.

Examples of Required Performance Write a developed essay for a Term Paper, participate in class discussions and maintain a Class Journal, conduct research on the Internet for lab assignments.

Class Policy:

This class includes numerous activities that require one to engage, explore, explain, elaborate, and evaluate. You are expected to be involved and stay involved. Each meeting will add some new dimension to your knowledge of the language and its related cultures. There is no way that a session can really be made up. You are expected to make a commitment to attend all meetings. A homework assignment is given in each class. If you must be absent, you should contact me by telephone or e-mail in order to complete the missed work.

Communication:

Since language is communication, try to get used to participating actively in class. This involves answering when called on, volunteering answers, and asking questions when you don't understand. Keep the lines of communication open. For example, if you're having problems keeping up due to your heavy work schedule or you were "less than perfect" in class because you were up all night writing a paper, let me know. Don't let me draw false conclusions about you! Cooperate and be flexible with me and be supportive of your fellow classmates. Have fun improving your Spanish and learning about the rich and varied cultures in which you can use it!

Tentative Course Schedule:

DATE	TOPICS	HOMEWORK ASSIGNMENTS
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Week 1 Th 1/19	<i>Los hispanos</i>	Read the article "La dificultad de llamarse 'hispano'" on pg. 9. Do Actividades 11, 12, & 13. Read the article "Gente hispana." Do Actividades 15, 16, & 17. Make an entry in your Cuaderno Personal to answer 1-3 on pg. 14.
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Week 2 T 1/24	<i>Los hispanos</i>	Read the movie reviews in "Ciclo de Cine: Historia de España" on pg. 19. Do Actividades 5, 6, 7, & 8. Read the article "Historia abreviada de España" on pg. 23. Do Actividad. 12. Review vocabulary in Actividad 8, pg. 23, for quiz on Thursday.
Th 1/26	<i>España y su historia</i>	Study "Estrategia de lectura" on pg. 29. Do Actividades 15 & 16. Read the information about Bernardo Atzaga (España, 1951-) on pg. 30. Read his short story, "El criado del rico mercader," on pg. 30. Do Actividades 17 & 18. Read the short story "Dayoub, el criado del rico mercader" (Atxaga) on pg. 32. Do Actividades 21 & 22. Make an entry in your Cuaderno Personal to answer 2-3 on pg. 35. Review vocabulary in Actividad 15, pg. 29, for quiz on Tuesday.

Week 3		
T 1/31	<i>España y su historia</i>	Do Actividades 3 & 4 and Parte B of Actividad 5 on pgs. 40-41. Read the article “Autopsia de una civilización” on pg. 42. Do Actividades 6 & 7. Review vocabulary in Actividad 4, pg. 41, for quiz on Thursday.
Th 2/2	<i>La América indígena</i>	Do Actividades 11 & 13 on pgs. 46-47. Read the article “La presencia indígena en Hispanoamérica” on pg. 47. Do Actividades 14 & 15. Make an entry in your Cuaderno Personal to answer 3-2 on pg. 51.
Week 4		
T 2/7	<i>La América indígena</i>	Read “Estrategia de lectura” on pg. 52. Do Actividades 17 & 18. Read the information about Augusto Monterroso (Guatemala, 1921-2003) on pg. 54. Read his short story, “El eclipse,” on pg. 54. Do Actividades 20 & 21. Review vocabulary in Actividad 18, pg. 53, for quiz on Thursday.
Th 2/9	<i>La América indígena</i>	Do Lab Assignment I: El mundo maya. Review for exam.
Week 5		
T 2/14	EXAM I	Do Actividades 3, 4 & 5 on pgs. 60-61. Read the article “La Reina Rumba habla de la ‘salsa’” on pg. 62. Do Actividades 6 & 7.
Th 2/16	<i>África en América</i>	Do Actividades 10, 11, & 12 on pgs. 65-66. Read the article “El sabor africano del Caribe” on pg. 66. Do Actividad 13. Make an entry in your Cuaderno Personal to answer 4-2 on pg. 70. Review vocabulary in Actividad 10, pg. 65, for quiz on Tuesday.
Week 6		
T 2/21	<i>África en América</i>	Do Actividad 16 on pg. 70. Read the information about Richard Blanco (Madrid, 1968-). Read his short story “Habánasis.” Do Actividades 18 & 19.
Th 2/23	<i>África en América</i>	Do Actividad 2 on pg. 76. Study “Estrategia de lectura” on pg. 77. Do Actividad 3 on pg. 77. Read “¿Cómo estás you el día de today?” an interview with Ilán Stavans (Mexico, 1961-) on pg. 77. Do Actividades 5 y 6.

Week 7 T 2/28	<i>Latinos americanos</i>	Do Actividad 7 on pg. 80. Read the article “La cara hispana de los Estados Unidos” on pg. 81. Do Actividades 9 & 10. Make an entry in your Cuaderno Personal to answer 5-2 on pg. 86. Review vocabulary in Actividad 7, pg. 80, for quiz on Thursday.
Th 3/2	<i>Latinos americanos</i>	Read “Estrategia de lectura” on pgs. 86-87. Read the information about Gina Valdés (California, 19??) and her poem “Where you from?” on pg. 88. Read the information about Gustavo Pérez Firmat (Cuba, 19??) on pg. 89. Do Actividades 15 & 16.
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Week 8 T 3/7	<i>Latinos americanos</i>	Do Actividades 2, 3, & 5 on pgs. 96-97. Read the review for the movie <u>La historia oficial</u> (Argentina, 1985). Do Actividad 6. Make an entry in your Cuaderno Personal to answer 6-1 on pg. 99.
Th 3/9	<i>Dictadura y democracia</i>	Study “Estrategia de lectura” on pg. 99. Do Actividades 10 & 11. Read the article “Política latinoamericana: Pasos hacia la democracia” on pg. 101. Do Actividad 14. Review vocabulary in Actividad 11, pg. 100, for quiz on Tuesday.
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Week 9 T 3/14	<i>Dictadura y democracia</i>	Do Actividades 18, 19, and Parte B of 20 on pgs. 108-109. Read the information about Luisa Valenzuela (Argentina, 1938-) on pg. 108. Read her story, “Los mejores calzados.” Do Actividad 21, Partes A & B.
Th 3/16	<i>Dictadura y democracia</i>	Study “Estrategia de redacción” on pg. 111. Do Actividad 24 on pg. 111. Read the movie review, “Política a ritmo de tango,” on pg. 111. Study “Estrategia de redacción” on pg. 112
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Do Lab Assignment II: Los desaparecidos y las madres y abuelas de la Plaza de Mayo. Review for Exam.		
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Week 10 M 3/21-F 3/25		SPRING BREAK!
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Week 11 T 3/28	EXAM II	Study “Estrategia de lectura” on pg. 114. Do

Actividades 2, 3, & 4. Read the article “Treinta Formas para evitar la contaminación y la ruina Ecológica” on pg. 116. Do Actividad 5.

Th 3/30	<i>La crisis ecológica</i>	Study “Estrategia de lectura” on pg. 119. Do Actividades 9, 10, & 11. Read the article, “Latinoamérica y el medio ambiente: ¿Entre la espada y la pared?” on pg. 121. Do Actividad 12. Do Lab Assignment III: Animales en peligro de extinción en Puerto Rico. Review vocabulary in Actividad 10, pg. 120, for quiz on Tuesday.
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Week 12		
T 4/4	<i>La crisis</i>	Do Actividad 16 on pg. 127. Read the information about Rigoberta Menchú (Guatemala, 1959-) on pg. 128. Read her testimonial, “Me llamo Rigoberta Menchú y así my nació la conciencia,” on pg. 128.
Th 4/6	<i>La crisis</i>	Read the information about Eduardo Galeano (Uruguay, 1959-) on pg. 131. Read his poem, “Fin de siglo,” on pg. 131. Make an entry in your Cuaderno Personal to answer 7-3 on pg. 131.
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Week 13		
T 4/11	<i>En busca de seguridad económica</i>	Do Actividades 2 & 3 on pgs. 135-136. Read the article, “Goya Foods: Suerte, sudor y empeño,” on pg. 137. Do Actividad 5.
Th 4/13	<i>En busca de seguridad económica</i>	Do Actividad 10 on pg. 140. Read the article, “Corrientes cambiantes de las economías latinoamericanas,” on pg. 141. Do Actividad 12. Make an entry in your Cuaderno Personal to answer 8-2 on pg. 145.
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Week 14		
T 4/18	<i>En busca de seguridad económica</i>	Do Actividades 16 & 17 on pgs. 145-146. Read the information about José Luis González (Dominican Republic, 1926-1996). Read his short story, “La carta,” on pgs. 146-147. Do Actividad 19. Review vocabulary in Actividad 16, pg. 145, for quiz on Thursday.
Th 4/20	<i>Arte e identidad</i>	Do Actividades 3 & 4 on pgs. 155-156. Read the article, “Frida Kahlo: El pincel de la angustia,” on pgs. 156-158 which includes two paintings by Frida

Kahlo (Autorretrato con collar de espinas y colibrí and Las dos Fridas.) Do Actividad 7.

Week 15

T 4/25

Arte e identidad

Study “Estrategia de lectura” on pg. 160. Do Actividad 10. Read the article “Realidad, identidad y arte en Latinoamérica” on pgs. 161-165 which includes copies of these paintings: Collage de Bolívar (Juan Camilo Uribe, Colombia, 1945-), Cinq siècles après (José Gamarra, Uruguay: 1934-), Sueño de una tarde dominical en la Alameda (Diego Rivera, México, 1886-1957), La familia presidencial (Fernando Botero, Colombia, 1932-), Colombia (Antonio Caro, Colombia, 1843-1909), Ojo de luz (Oswaldo Viteri, Ecuador, 1931-), El norte es el sur (Joaquín Torres-García, Uruguay, 1974-1949). Of all these paintings, which would you most like to have hanging in your home? Reminder: Essays are due on May 4th.

Th 4/27

Arte e identidad

Read “La vida de Francisco de Goya” on handout and answer the questions. Study his painting Hasta la muerte. Go back to page 26 of your textbook and look again at Goya’s painting Los fusilamientos en la montaña del Príncipe Pío. How are these paintings alike or different? Do Lab Assignment IV: Crítico de arte.

Week 15

T 5/2

Arte e identidad

Read “Una pintura enigmática” on handout about the paintings Las Meninas (Diego Velázquez, España, 1599-1660), Las Meninas (Pablo Picasso, España, 1881-1973) and Las Meninas (Francisco de Goya, 1746-1828). Answer the questions on the handout. Which of these painting do you prefer? Why? Reminder: Essays due on May 4.

Th 5/4

Arte e identidad

Do Actividades 16 & 17 on pgs. 167-168. Read the information about Julio Cortázar (Argentina, 1914-1984) on pg. 168. Read his story, “Continuidad de los parques,” on pg. 168. Do Actividad 18.

Week 16

T 5/9

Arte e identidad

Review for exam.

Th 5/11

EXAM III

POINTS TO CONSIDER WHILE COMPOSING YOUR ESSAY

- Keep your audience in mind when writing. Is your style appropriate?
- Keep your thesis in mind. Is discussion in the body pertinent to what you are saying?
- Make up a title. It can be either informative or imaginative, but it must reflect the main idea of the term paper.
- Keep in mind a working title. It will help keep you on track, but change it if your ideas change.

HELP WITH LANGUAGE FOR YOUR PAPER

Reported Speech

Here are some ways to introduce information taken from others:

Dice que	Opina que	Piensa que	Le parece que
Insiste en que	Cuenta que	Afirma que	Confiesa que
Contesta que	Responde que	Cree que	Explica que

Marking Sequence with Transition Words

al principio	enseguida	después	por último	al final
primero	antes	más tarde	por fin	
luego	antes de eso	después de eso	finalmente	

Providing Smooth Transitions

Transition words provide the glue that holds a piece of writing together. Here are some examples:

así que= so (result)	de repente, de pronto=suddenly
como resultado=as a result	entonces=so (logical result)
por eso=that's why	por lo tanto=therefore
sin embargo=however	como consecuencia=as a consequence
ya que, puesto que=since	a causa de (que)=because
debido a (que)=due to	

Using Transitions of Concession

Often when discussing or giving opinions, certain transition words and expressions are particularly useful for acknowledging the validity of another person's points or ideas, while at the same time challenging them:

a pesar de (que)=despite, in spite of
aunque=although, even though
con todo, aún así=still, even so, nevertheless
no obstante=nevertheless
sin embargo=however

Example: A pesar de que la trama es excelente, hay, sin embargo, ciertas lagunas que afectan la credibilidad.

Comparing

parecerse a=to resemble
al igual que=just like, as
a semejanza de=just like, as
de la misma manera=in the same way
de la misma forma=in the same way
del mismo modo=in the same way

ser similar=to be similar to
ser parecido=to be similar to
ser semejante a=to be similar to
tan (+ adjetivo) como=as (adj.) as
tanto A como B=both A and B

Contrasting

a diferencia de=unlike
diferenciarse de=to differ from
en cambio=on the other hand, instead
en contraste con=in contrast to/with
más (+adj./sustantivo) que=more (adj./noun) than
menos (+adj./sustantivo) que=less/fewer (adj./noun) than

por un lado=on the one hand
por otro lado=on the other hand
sin embargo=however
no obstante=however

Causes and Effects

así que=thus, so
el factor=the factor
la causa=the cause
por consiguiente=therefore
por eso=therefore
por lo tanto=therefore
conducir a=to lead to
llevar a=to lead to

el resultado=the result
ya que=since
puesto que=since
como=since
a causa de (que)=because of, due to
debido a (que)=because of, due to
como resultado=as a result
como consecuencia=as a consequence