

FIRST YEAR SEMINAR
LinC 101 Section H
Contemporary Theater of Spain into Film
Fall 2011

Instructor: Dr. Carmen Ferrero

Tel. (610) 861-1394

E-mail: ferreroc@moravian.edu

Office: Comenius 412

Office hours: Monday, Wednesday 11:30 am-12:30 pm & Friday 1:30-2:30 pm or by appointment

Texts:

Bean, John C. et al., Reading Rhetorically, 3rd Edition. Boston: Longman. 2011

The following readings are all translations into English of plays published by ESTRENO, Collection of Contemporary Spanish Plays published by Penn State University:

Buero Vallejo, Antonio. Sleep of Reason. #14

Diosdado, Ana. Staging Terror in Madrid 3/11 # 30.

López Rubio, José. In August we play the Pyrenees. #2

Pedrero, Paloma. Parting Gestures: Three Plays #6

Any edition in English of three plays by Federico García Lorca: The House of Bernarda Alba, Blood Wedding, Yerma.

Objectives of this course: The first objective is to welcome you and make you feel comfortable at Moravian College by showing you how to get around campus and find the resources you may need over the next 4 years. This is your first year in College, and it will be very useful for you to familiarize yourself with how things work, the new academic expectations of the faculty, and challenges that may be ahead of you. The more knowledge you have, the more rewarding your college experience will be. Do not hesitate to ask me or anyone else around campus who could help you.

Secondly, this is a writing course. Writing well is an essential tool you will need in all of your courses at Moravian College, and for the rest of your life. Learning to write is a complex process that takes place over time. The material of the course (readings of plays, viewing of films, art work etc.) are only the means to write.

Writing is a learning process, it takes time, patience, feed-back, reading, observing, thinking, relating ideas, exploring... therefore, it is not realistic to expect to be a great writer from the beginning. It also requires rhetorical knowledge, critical thinking, and reading.

Expected Outcomes of this course: by the end of this semester I expect students to

- Focus on a purpose when they sit down to write
- Respond to needs of different audiences with different kinds of rhetorical situations.
- Use conventions of format and structure appropriate to the situation.
- Adopt the right voice, tone and level of formality.
- Use writing and reading for inquiry, learning, thinking and communicating.
- Understand that a writing assignment is a series of tasks that include analyzing, evaluating, synthesizing primary and secondary sources.
- Be aware that it usually takes several drafts to create and complete a successful text.
- Develop strategies for generating, revising, editing, and proof-reading.
- Understand that writing is an open, on-going process that permits you taking advantage of new knowledge, new in-put from class-mates and teachers who, by collaborating with you, will make your writing more flexible and open to ideas and improvements.
- Learn to critique your own and your class-mate's work.
- Learn to be responsible to do your part when you collaborate in a group project.
- Be familiar with the many ways in which you can obtain material and sources that will provide you with information before you start a writing project (Library, Internet, databases etc.)
- Learn how to select the right material for your purposes.

Blackboard:

I have put together a Blackboard site (<http://blackboard.moravian.edu/>) for this course. You need to enroll yourself — so please do this soon! There are enrollment instructions linked to the Blackboard home page (<http://home.moravian.edu/public/cit/help/blackboard/bbstudent.asp>). On Blackboard you will find the films and material necessary for this course.

EXPECTATIONS AND EVALUATION:

Participation: As a workshop-based class, the success of this course depends on the collective efforts of all of us. Students are expected to arrive prepared to participate in all class activities by having studied the topics to be covered and having completed all assigned homework.

*****Active participation** involves collaborating in paired and group activities, volunteering thoughtful answers on a regular basis, working on in-class writing, being prepared for short oral presentations, asking relevant questions, and speaking thoughtfully and respectfully in class discussions. Simply being present, looking attentive and taking notes is not considered active participation.

***Please turn off any personal communication devices (cell phones, etc.) so that we may focus on our class community.

*** **Absences:** 0-3 will not be penalized – it's like having three "sick days" or "personal days" at work to use at your discretion. Every absence over three, regardless of the reasons, will lower the final grade by one point. Exceptions will be made in extraordinary circumstances and may require additional documentation. Please note that the Student Affairs portion of the class is mandatory; you may not pass the class without attending and participating.

Readings: We will read a wide variety of short literary plays, and the writing textbook. Students will respond to and comment on the readings both in discussions and in writing. You may need to read the material more than once in order to understand it well enough to write about it and work with it.

Writing: We will work on developing a practice of writing as a process of developing ideas as well as a means of communicating clearly and effectively with different audiences. Students will engage in exploratory writing assignments, and complete and revise a variety of short formal writing assignments. We will dedicate class time to writing, learning how to revise writing and offering constructive feedback to others. To conserve paper, please feel free to print double-sided unless I specify otherwise.

Details for each paper will be distributed in class. Papers must be typed and double-spaced. You must include ALL previous drafts, including comments by ANY reader (peers, tutors, professors, anyone). It's okay to ask for help revising, but no one should write or rewrite the paper for you. Helpful readers may point out errors or awkward passages, but may not rewrite entire sections. I will not accept emailed papers unless we have made previous arrangements. Late papers will lose 10 points per day, starting at the time of class. Exceptions will be made only in extraordinary circumstances.

Evaluation of the informal/exploratory writing will be both behavioral and qualitative. Writing is a skill that can be learned and does take practice, so the grades reflect the importance of that. The basic grade will be behavioral: completion of all the required exercises (100%) will earn you a B, guaranteed; 80-99% will earn a C; 60%-79% will earn a D; less than 60% will result in an F. If you meet the criteria for a B and consistently demonstrate superior quality in your work, you will earn an A.

Evaluation of formal writing (revised and final version of the 5 short essays) will be based on assignment-specific criteria given at the time of the assignment as well as demonstrable progress through the revision process. Students will use the standards of MLA-style format and citation.

Student Affairs: Every other Friday, students will attend a large class with a representative from Student Affairs. These sessions are a vital part of students'

introduction to college life and to assisting students in making a successful transition to college. Assignments will be given for these Friday classes and will be evaluated by the corresponding instructor for that session. The FYS instructor will be notified if students are not sufficiently engaged in the Friday Student Affairs sessions, as this is a required component for passing the course.

Evaluation:

Please note that it is within the instructor's purview to use qualitative judgment in determining the grades for an assignment in the course.

	Final grade:	10%	Short essay #1 (revised)
		10%	Short essay #2 (revised)
25%	Exploratory/informal writing (1st drafts of the 5 essays)	10%	Short essay #3 (revised)
25%	Active participation in ALL course activities (in and out of class)	10%	Short essay #4 (revised)
		10%	Short essay # 5 (revised)

Letter grades:

93- 100	A	86-83	B	76-73	C	66-63	D
92-90	A-	82-80	B-	72-70	C-	62-60	D-
89-87	B+	79-77	C+	69-67	D+	59-0	F

Academic Honesty:

It is your responsibility to make sure you are familiar with the Policy on Academic Honesty at Moravian College. Plagiarism--presenting someone else's words or ideas as your own--and cheating are serious offenses and will not be tolerated.

For detailed information, see the website:

<http://www.moravian.edu/studentlife/handbook/academic2.htm>

Resources:

- **Office Hours:** I encourage you to stop by during office hours or make an appointment with me. I am happy to work with you on any difficulties you are encountering or questions you may have. You are also welcome to stop by and chat. Since my office (412 Comenius) is not accessible to persons with mobility impairments, please let me know if we need to meet in a different location.
- **Student Advisor:** The student advisor is Armando Chapelliquen, and as you probably already know, he's a great resource to help guide you through this transition to college life.
- **Writing Center:** The writing center tutors help students work on thesis development, argumentation, organization, coherency, clarity, transitions, and other elements of good writing. All students will visit the Writing Center at

least once during the semester, and I encourage you to make use of this excellent resource. Many of the best student writers in the college regularly use the Writing Center. The Writing Center is located in a building that is not accessible to persons with mobility impairments. If you need the services of the Writing Center, please call 610-861-1392.

- **Reeves Library:** In addition to the physical resources available—books, magazines, journals, newspapers, and electronic resources—the library has the invaluable resource of reference librarians. Our librarians are always interested in helping you with any questions you may have on research and resources. We will attend a special library session with bibliographic instruction for this class.
- **Office of Learning Services:** The folks at Learning Services help students with strategies to succeed in the academic environment, and they can help you establish habits that will be useful after college, too.
- **Disability Accommodations:** Students who wish to request accommodations in this class for a disability should contact Mr. Joe Kempfer, Assistant Director of Learning Services for Disability Support, 1307 Main Street (extension 1510).
- **Counseling Center:** The counselors help students deal with the stressors of college life. If you are feeling overwhelmed, upset, or just not yourself, give them a call or stop by!

Course Calendar

Please note that the calendar is subject to changes. All changes will be announced in class. This calendar is designed to provide an overview of the semester; **detailed descriptions of homework and assignments are given in class by the instructor.**

Please notice what you have to do before coming to class to be prepared for the work you will be doing in class.

S 8/28	Orientation Day: Discuss <i>A Home on the Field</i>	
M 8/29	Introduction to the course: discuss your ideas about formal and informal writing. <i>Fill out the Writing Questionnaire</i>	
W 8/31	<u>Before coming to class:</u> Read RR (<i>Reading Rhetorically</i>), chapter 1. <u>In class:</u> Look again at p. 7 of RR and free-write for 15 min. in response to one of the prompts. Afterwards, we will sit in groups and will read and comment on each other's writing. This counts as class activity.	.

F 9/1	Getting settled – Student Advisor Armando Chapelliquen	
M 9/5	LABOR DAY	
W 9/7	<p><u>Before coming to class:</u> Read the play: <i>The Sleep of Reason</i> by Antonio Buero Vallejo. As you read, search in your computer for the paintings mentioned in the play. Make notes on the side to help you clarify historical facts.</p> <p><u>In class:</u> Write a 250-300 word personal reflection on the meaning of the title of this play as it relates to the painter. Hand in at the end of class (exploratory writing# 1).</p>	We will see paintings by Francisco de Goya in class and we will discuss them against the historical background
F 9/9	<p><u>Who am I? How can I lead? What is my responsibility to the world?</u> Dr. Nicole L. Loyd, Dean of Students</p>	Assignment: attend “Sex signals” on 9/14
M 9/12	<p><u>Before coming to class:</u> Watch the film on Blackboard <i>Los Fantasma de Goya (Goya’s Ghosts)</i>. Take notes that may help you relate the film to the play by A. Buero Vallejo.</p> <p><u>In class:</u> Write: short formal essay #1.</p>	
W 9/14	<p><u>Before coming to class:</u> Read <i>In August We Play the Pyrenees</i> by José López Rubio. Take notes about the plot.</p> <p><u>In class:</u> Due Essay # 1 (Revised) Explain in writing the plot of the play by López Rubio as concisely, but as accurately as possible (15-20 minutes).</p>	The professor will explain in class the concept of metatheater
F 9/16	Organize your semester: Bring all syllabi and basic materials for all courses, as well as a calendar or day planner.	
M 9/19	<p><u>Before coming to class:</u> Watch the film <i>The other side of bed</i>. As you watch it, take notes on how the plot may be somewhat similar to the play by López Rubio (if it is).</p> <p><u>In class:</u> Write a review comparing the 2 forms of discourse. Keep in mind how the author and script writer do frame their work within a specific historical time and with a targeted audience in mind. Hand in at the end of class (exploratory writing #2)</p>	
W 9/21	<p><u>Before coming to class:</u> Read about free adaptation of texts when preparing a movie script. Think of the reasons for changes.</p> <p><u>In class:</u> Write: short formal essay#2.</p>	
F 9/23	<p><u>The Happiest, Dopiast, Grumpiest, Sneeziest, time of YOUR life...</u> Dr. Ron Kline, Director of the Counseling Center, Dr. Michelle</p>	Assignment will be given by the

	Santiago, Assistant Director of the Counseling Center, and the Student Health Center Coordinator	Counseling Center. Due 9/26/2011
M 9/26	<u>Before coming to class:</u> Read RR p. 23-28 and 56-57. Read <i>The House of Bernarda Alba</i> by Federico García Lorca. <u>In class:</u> Turn in Essay #2 (Revised) Write: Structure of the play by García Lorca (use of mapping)	
W 9/28	<u>Before coming to class:</u> Read RR 109-113 Library session	Meet at Reeves Library
F 9/30	Class discussion about academic issues.	
M 10/3	<u>Before coming to class:</u> Read RR p. 36- 37. Watch the film <i>The House of Bernarda Alba</i> on Black Board. <u>In class:</u> Discuss questions on RR p. 38. Write: how a visual text might offer necessary background knowledge to understand a written one and make “mapping” easier. Hand in at the end of class (exploratory writing# 3).	The professor will explain in class the concept of poetic licence
W 10/5	<u>Before coming to class:</u> Read RR p. 41-44 (top half); <u>In class:</u> Discuss questions p. 44 related to the play <i>The House of Bernarda Alba</i> . Write short formal essay #3	
F 10/7	<u>You're Not in Kansas Anymore</u> Ms. Laurie Roth, Director of Learning Services Mr. Joe Kempfer, Assistant Director of Learning Services	Assignment will be given by Learning Services. Due 10/12/2011
M 10/10	FALL BREAK	
W 10/12	<u>Before coming to class:</u> Read RR p. 44-50. Read EITHER <i>Blood Wedding</i> or <i>Yerma</i> , by Federico García Lorca. You choose. <u>In class:</u> Turn in Essay #3 (Revised) Write: thesis activity applied to the play you have read.	The professor will give historical background
F 10/14	Study skills and habits – Dr. Ferrero and Armando Chapelliquen	
M 10/17	<u>Before coming to class:</u> Read RR p. 51-55. Watch the film that corresponds to the play you read (either <i>Blood Wedding</i> or <i>Yerma</i>) on Black Board <u>In class:</u> Write: Explore how different forms of discourses (history, poetry, literature, dancing, drama) are merged in the play you read, and the film you watched.	The professor will explain adaptation techniques to transfer meaning from one type of text or discourse to another.

W 10/19	<p><u>Before coming to class:</u> Read RR p. 82 (bottom of page)-88</p> <p><u>In class:</u> In groups, we will discuss exploratory writing #4 further. Hand in at the end of class (exploratory writing# 4).</p>	
F 10/21	<p><u>Brief Encounters with Cultural Differences</u> Mr. Kerry Sethi- Director of International Studies, Ms. Sharon Brown- Director Institutional Diversity</p>	Assignment will be given by International Studies. Due 10/24/2011
M 10/24	<p><u>Before coming to class:</u> Read RR p. 77 (bottom)-80</p> <p><u>In class:</u> Class discussion on cultural differences and uses of registers when writing.</p> <p>Turn in to Dr. Ferrero essay #4 (revised)</p>	
W10/26	<p><u>Before coming to class:</u> Read RR p. 81-82. Read two short plays by Paloma Pedrero <i>A Night Divided</i> and <i>The Voucher</i></p> <p><u>In class:</u> Write: Pedrero's ideology about women's role in modern Western society.</p>	
F 10/28	Balancing Acts: midterm check-in -- Dr. Ferrero and Armando Chapelliquen	
M 10/31	<p><u>Before coming to class:</u> Watch Almodóvar's film <i>Volver</i> on Black Board.</p> <p>Write: Almodovar's visual and textual portray of women.</p>	
W 11/2	<p><u>Before coming to class:</u> Review Lorca's plays.</p> <p><u>In class:</u> Write: Lorca's portray of women.</p>	
F 11/4	<p><u>Exploring Your Future</u> Ms. Amy Saul, Director of the Career Center and students</p>	Assignment will be given by Career Center. Due 11/7/2011
M 11/7	<p><u>Before coming to Library:</u> Read RR p. 113-117 (top page)</p> <p><u>In the Library:</u> Do research on authors (F. García Lorca, Paloma Pedrero, and Almodóvar) and women's role in Western society.</p>	Meet at Reeves Library
W 11/9	<p><u>Before coming to class:</u> Organize the material you obtained in your research and think how you will integrate it in your essay.</p> <p><u>In class:</u> write first draft of an essay that compares the evolution of women's roles and attitudes in society as portrayed by the three authors. Hand in at the end of class</p>	

	(exploratory writing# 5).	
F 11/11	Write essay # 5 (revised)	
M 11/14	<u>Before coming to class:</u> Do a search to find American newspapers, and magazine articles (any written media) about the terrorist attacks in Madrid on March, 11, 2004. Read RR p. 61-64. <u>In class:</u> Bring to class the most complete of the articles you found. Write a summary.	
W 11/16	<u>Before coming to class:</u> Read RR p. 105-107. Read <i>Harira</i> by Ana Diosdado. <u>In class:</u> Write the questionnaire you would prepare before interviewing Ana Diosdado about the writing of <i>Harira</i> (her sources, her ideas, her ideology etc.)	
F 11/18	<u>Building Community</u> Rev. Hopeton Clennon, College Chaplain; Ms. Katie Dantsin, Director of Leadership Development; Ms. Holly Nonnemacher, Director of Student Activities; Ms. Nicole Nugent, Coordinator of Community Service; Ms. Liz Yates, Director of Residence Life & Greek Life	Assignment about Building Community Due 11/21/2011
M 11/21	<u>Before coming to class:</u> Read RR p. 121-125 and 130-131. Read <i>Ana 3/11</i> by Paloma Pedrero. <u>In class:</u> Write an outline that would help you generate ideas if you had to write a long scholarly essay about <i>Ana 3/11</i>	
W 11/23	THANKSGIVING	
F 11/25	THANKSGIVING	
M 11/28	<u>Before coming to class:</u> Read RR p.133 (bottom of page) 138 (top of page). Read <i>Oxygen</i> by Yolanda Dorado. <u>In class:</u> Write a summary of the cues given by the character called Diana in <i>Oxygen</i> , paraphrasing and quoting as necessary, where we notice her sense of guilt for lack of positive action during a terrorist attack.	
W 11/30	<u>Before coming to class:</u> Decide which of the last 3 in-class exercises you would like to turn in as exploratory writing # 6 <u>In class:</u> Work on the exploratory writing piece you have selected and hand it in.	
F 12/2	<u>In class:</u> Sit with the students who have chose the same writing piece as yours. Summarize your ideas to come up with one written piece that represents the ideas of the group.	
M 12/5	<u>In class:</u> Oral presentation by each group of their combined work. We will practice how to read outloud for	This activity will count as

	an audience what you have written.	class participation
W 12/7	Last day. Evaluations, celebration.	
During Finals week	Porfolio due: all exploratory/informal writing, all short formal essays, including revisions.	Turn in to Comenius 405