

**FIRST YEAR SEMINAR  
100 Section D  
FALL 2015**

**From Text to Film: Exploring Spanish Literature Adaptations.**

**Instructor: Dr. Carmen Ferrero**

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**Office: Comenius 412**

**Meeting days and times:** Monday, Wednesday and Friday, period 3b

**Office hours:** Monday and Wednesday, period 4b.

**Course description:** Many of us often find the visual nature of film more accessible than works in print. By using literature and film together, students can transfer techniques from active viewing to their experience with reading literature. Students will learn how, by doing this transfer, they can enhance their skills as active readers and respond, in writing, to a variety of media with more depth than a simple film review. We will study the techniques used by Spanish directors to make an original literary story (narrative or theater) function well on the screen. Through writing and peer-editing, students will create their visions of the literary works and then, compare them to the film.

**Texts:**

Bean, John C. et al., Reading Rhetorically, 4<sup>th</sup> Edition. Boston: Longman. 2011

Miguel de Cervantes: Don Quixote de la Mancha (chapters 1 to 6)

Antonio Buero Vallejo. Sleep of Reason. #14 Estreno

Federico García Lorca: Blood Wedding.

**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.

### **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 variety of works, 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. 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. There will be a total of 10 exploratory writing assignments.

The writing assignments will be used to prepare the 3 essays (8-10 pages each, typed, double spaces). Details for each essay will be distributed in class. 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.

**Journal of the class:** Students will keep a hand-written journal of the course, starting on 10/23 in which they will write about their personal first semester experience in and out of the class. It's a reflexive on-going written exercise every Friday. Journals will be handed in at the end of the semester for grading.

**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** (final version of the 3 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 during the first half of the semester, 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. 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. Your engagement and work for both, the classroom component and the Student Affairs component are essential to your successful completion of FYS.

**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.*

	<b>Final grade:</b>	10%	Essay #1
5%	Oral presentations	10%	Essay #2
35%	10 exploratory/informal in class writing (250-300 words)	10%	Essay #3
20%	Active participation in ALL course activities (in and out of class). This includes giving feed-back to your peers on their exploratory writing.	10%	Journal of the class

**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 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. In every research assignment, you will need at least one source from the stacks of the library.
- **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.
- **Learning Assistance and Accommodation for a Disability.** Students who wish to request accommodations in this class for a disability should contact Ms. Elaine Mara, Assistant Director of Academic & Disability Support, located on the first floor of Monocacy Hall (extension 1401). Accommodations cannot be provided until authorization is received from the Academic & Disability Support office.

**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

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.

M 8/31	<u>In class:</u> Time management. Expectations about time dedicated to studying outside of class. What does a professor do? We will talk about professional interaction in College, how to address professors. Expectations about reasonable turn around time in responding email. Preparing a “To-Do” list for every week.	Students will prepare an individual tentative calendar for the semester
W 9/2	<u>In class:</u> Reading strategies: students will read a brief article and time themselves. They will highlight what they consider the main points. Then, in groups, students will exchange articles and will see what others highlighted.	We will discuss the concept of giving and taking constructive feedback.
<b>F 9/4</b>	<b>Student Affairs (Sex signals)</b>	Prosser Auditorium
M 9/7	<u>Before coming to class:</u> Read <i>RR (Reading Rhetorically)</i> , chapter 1. <u>In class:</u> Look again at p. 7 of <i>RR</i> 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.	
W 9/9	<u>Before coming to class:</u> Read chapters 1 and 2 of <i>Don Quixote de la Mancha</i> . <u>In class:</u> Write a 250-300 word personal reflection on the reading. It will be <b>exploratory writing #1</b> . Hand in at the end of the class.	We will view excerpts of episodes 1 and 2 of the series <i>El Quijote</i> . We will practice note taking during the viewing of the film.
<b>F 9/11</b>	<b>Student Affairs (Counseling Center, Health Center and Religious Life)</b>	10 minutes in Prosser , then break-up in groups and go to classroom with student advisor
M 9/14	<u>Before coming to class:</u> Read chapter 3 and 4 of <i>Don Quixote de la Mancha</i> . <u>In class:</u> Write a 250-300 word personal reflection on the reading. It will be <b>exploratory writing #2</b> . Hand in at the end of the class	We will view excerpts of episodes 3 and 4 of the series <i>El Quijote</i> . We will practice note taking during the viewing of the film.

W 9/16	<p><u>Before coming to class:</u> Read <i>RR (Reading Rhetorically)</i>, chapter 2, p. 27-37.</p> <p><u>In class:</u> Look again at p. 31 and free-write for 15 min about how you can use the social and historical context of <i>Don Quijote</i> to understand the plot of the novel. Afterwards, we will sit in groups and will read and comment on each other's writing. It will be <b>exploratory writing #3</b>. Hand in at the end of the class</p>	
F 9/18	<b>Student Affairs (Academic Support Center)</b>	10 minutes in Prosser , then break-up in groups and go to classroom with student advisor
M 9/21	Library session. We will learn how to use the library resources.	We will meet at Reeves Library
W 9/23	<p><u>Before coming to class:</u> Read chapters 5 and 6 of <i>Don Quixote de la Mancha</i>.</p> <p><u>In class:</u> Write a 250-300 word personal reflection on the reading. It will be <b>exploratory writing #4</b>. Hand in at the end of the class.</p>	We will view excerpts of episodes 5 and 6 of the series <i>El Quijote</i> . We will study the concept of metafiction (self-referential texts)
F 9/25	<b>Student Affairs (Career Development Center)</b>	Prosser Auditorium
M 9/28	<p><u>Before coming to class:</u> Read <i>RR (Reading Rhetorically)</i>, chapter 3, p. 39-53</p> <p><u>In class:</u> We will free-write for 15 min about how you connected the verbal to the visual in <i>Don Quijote</i>. Afterwards, we will sit in groups and will read and comment on each other's writing. It will be <b>exploratory writing #5</b>. Hand in at the end of the class.</p>	
W 9/30	<p><b>ESSAY 1 DUE</b></p> <p><b>REFLEXION TIME:</b></p> <p>Class will divide in two groups. One will meet with the professor in her office and the other with student advisor Erin Tiwold in the classroom.</p>	We will share opinions, comments and concerns about the first month of the semester, both academically and personally.
F 10/2	<b>Student Affairs (Student Involvement and Leadership)</b>	Prosser Auditorium
M 10/5	<p><b>REFLEXION TIME:</b></p> <p>Erin Tiwold and the professor will switch groups.</p>	
W 10/7	<p><u>Before coming to class:</u> Read <i>RR (Reading Rhetorically)</i>, chapter 4, p. 69-87. In class, we will discuss what it means to question a text, how to examine a writer's credibility and appeals to <i>ethos</i>, and how a writers appeals to reason or <i>logos</i>.</p>	Discussion: the use of visual elements by Cervantes in <i>Don Quixote</i> .

	Finally, we will discuss the strategies used to engage readers ( <i>pathos</i> ).	
<b>F 10/9</b>	<b>Student Affairs (Center for Intercultural Advancement and Global Inclusion)</b>	Prosser Auditorium
M 10/12	FALL BREAK (NO CLASS)	
W 10/14	<p><u>Before coming to class:</u> Read Part One: Scenes 1 and 2 (p. 1-21) in the play: <i>The Sleep of Reason</i> by 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. It will be <b>exploratory writing #6</b>. Hand in at the end of class.</p>	The professor will explain in class the concept of metatheater. We will see paintings by Francisco de Goya and we will discuss them against the historical background.
F 10/16	<p><b>Journal writing:</b> Adjusting to living away from home while transitioning to being on your own.</p> <p>Hand-out activities: Questions 1 and 2.</p>	
M 10/19	<p><u>Before coming to class:</u> Read Scene 3 in Part One and Scenes 1 and 2 in Part Two (p. 21-46) in the play: <i>The Sleep of Reason</i> by 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 reading. It will be <b>exploratory writing #7</b>. Hand in at the end of class.</p>	The professor will give historical background and will explain in class the concept of poetic licence
W 10/21	<p><u>Before coming to class:</u> Read Scenes 3 and 4 in Part Two (p. 46 to the end) in the play: <i>The Sleep of Reason</i> by 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 reading. It will be <b>exploratory writing #8</b>. Hand in at the end of class</p>	The professor will explain the concept of “posibilismo” and the total immersion experience in the play
F 10/23	<p><b>Journal writing:</b> Developing and discovering your likes and dislikes, interests and preferences apart from past labels or definitions of self given by others.</p> <p>Hand-out activities: questions 3 and 4</p>	
M 10/26	<p><u>Before coming to class:</u> Read the material handed out about film adaptations.</p> <p><u>In class:</u> Take notes as we view the film to share at the end of class</p>	Viewing of the film <i>Goya's Ghosts</i> (Part 1)

W10/28	<p><u>Before coming to class:</u> Read the material handed out about film adaptations.</p> <p><u>In class:</u> Take notes as we view the film to share at the end of class</p>	Viewing of the film <i>Goya's Ghosts</i> (Part 2)
F 10/30	<b>Journal writing:</b> Balancing social and academic life demands and pressures	
M 11/2	<p><u>Before coming to class:</u> Read RR chapter 6 p. 119-144</p> <p><u>In class:</u> We will discuss how to integrate material from readings into your writing, how to paraphrase, use direct quotation and avoid plagiarisms.</p> <p><b>ESSAY 2 DUE</b></p>	
W 11/4	BALANCING ACTS: individual check-in with your professor in her office.	Bring a summary of your ideas and academic concerns to discuss with her
F 11/6	<b>Journal writing:</b> Uncertainty about major and purpose in College. What do I want to do with my College degree?	
M 11/9	<p>PRESENTATIONS: <i>What are you an expert in?</i></p> <p>Each student will do a brief 8-10 minute presentation on ANY academic related topic he or she is an expert in and may be useful for other students (ie. managing google calendars, clubs on campus, extracurricular activities, volunteering in the community or any specific subject/course he or she is taking etc.)</p>	This presentation will be graded as oral presentation.
W 11/11	<u>PRESENTATIONS (continuation)</u>	
F 11/13	<b>Journal writing:</b> Loneliness, lack of connection, social life, friends, room-mate conflicts. Managing long distance relationships.	
M 11/16	<p><u>Before coming to class:</u> Read act one in the play: <i>Blood Wedding</i> by Lorca.</p> <p><u>In class:</u> Write a 250-300 word personal reflection on the acts read. Comment on the type of language and the use of metaphors.</p> <p>Hand in at the end of class. It will be <b>exploratory writing #9</b></p>	We will discuss the concept of poetic theater
W 11/18	<p><u>Before coming to class:</u> Read acts two and three in the play: <i>Blood Wedding</i> by Lorca.</p> <p><u>In class:</u> Write a 250-300 word summary of the plot as if the events had really taken place here and last week.</p> <p>Hand in at the end of class. It will be <b>exploratory writing #10</b></p>	Classical flamenco dance as an art form
F 11/20	<p><u>Before coming to class:</u> Read the material handed out about film adaptations.</p> <p><u>In class:</u> Take notes as we view the film</p>	Viewing of the film <i>Blood Wedding</i> (Part 1)



M 11/23	<u>Before coming to class:</u> Read the material handed out about film adaptations. <u>In class:</u> Take notes as we view the film	Viewing of the film <i>Blood Wedding</i> (Part 2)
W 11/25	THANKSGIVING	
F 11/27	THANKSGIVING	
M 11/30	<b>ESSAY 3 DUE</b>	
W 12/2	PRESENTATIONS (Continuation)	
F 12/4	<b>Journal writing:</b> How to handle final exam week.	
M 12/7	<u>In class:</u> Presentation by each group of their portfolio. This will serve as a time to reflect on the course.	Bring your journal to share with peers
W 12/9	<u>In class:</u> Presentation by each group of their portfolio.	Bring your journal to share with peers
F 12/11	Portfolio due: all exploratory/informal writing, all essays, including revisions. Individual meeting with the professor to wrap up the semester.	