

Cedar Crest College  
Spanish 310: Hispanic Women Writers  
Thursdays 7:00 – 9:30 pm  
Fall 2008

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**Prerequisites:**

This course is designed for students who have successfully completed upper-intermediate Spanish at a college level or by permission of the department.

**Format:** Lecture / Discussion. Class is taught in Spanish.

**Required Texts:**

**Book 1:** Sayders Peden, Margaret Sor Juana de la Cruz: Poems, Protest, and a Dream *Penguin Books*

**Book 2:** Menton, Seymour. Floriscanto Sí 7th. Ed. *Fondo Cultura Económica*

**Book 3:** Allende, Isabel. Cuentos de Eva Luna

**Suggested:** A good Spanish-English Dictionary

**A. Course description:**

This course is a study of Hispanic women and their world(s) through the media of text, film and cybertext. Students will both read and write short stories (by, for and about women), hear the biography of Latina writers through the ages, discover and share information on prominent Latina figures available on the Internet, and participate in a classroom literary gathering. The emphasis will be on living Latina writers and their perspectives, and how they relate to the Cedar Crest student's experience as a woman.

**B. Course objectives:**

Upon successful completion of this course, the student will:

- Develop skills in reading and writing about Hispanic Women and their short stories in relation to social, cultural and historical contexts.
- Learn to recognize the literary characteristics and narrative strategies of this genre.
- Discuss the essential traits and comparative elements common to Hispanic Women.
- Consider and assess the various roles that writers play in their societies as chronicles, critics, provocateurs and political propagandists.
- Consider the relationship between the narrator(s) and the scenes/people described.

## C. Required work:

### I. Attendance

Attendance is **mandatory**. Missing classes will adversely affect the student's ability to keep up with the class and also adversely affect the class participation percentage used in determining final grade. Any unexcused absence or more than 1 excused absence will affect the student's final grade.

✍ If you need to miss class due to health, personal reasons, or athletics, **please notify me** in advance (*if possible*) or on the day of class. If an emergency arises, the Dean's Office can assist you by providing an official excuse note. And remember, if you miss a class for any reason, you are responsible for staying current regarding assignments and announcements.

### II. Participation in class and preparation

It is essential that students study and read assigned material prior to the class. The students are required to be involved in the class activities and they must show their preparation by participating in the discussions, asking relevant questions, being critical and analytical as well as sharing ideas and opinions.

### III. Homework

Instructor will assign written homework that will be graded and count towards the student's final grade. The homework for this course will be short essays and personal reflections.

### IV. Mid-Term Exam

Exam will cover lectures and reading material.

### V. Oral presentation

For this presentation the students (individually) will research a topic and present it to the class in a time frame of about 10 minutes. This presentation must be **completely in Spanish**.

Students will be expected to prepare and practice before performing in class. Guideline cards in Spanish are allowed. (But not reading from a script!) Students will receive a detailed rubric at least 2 weeks in advance. Aspects to be graded are: organization, content knowledge, vocabulary, correctness of the language and performance.

\*Topic must be approved by the instructor in advance.

### VI. Final Essay

Students will write one essay completely in Spanish between 5 - 7 pages [typed, doubled-spaced, 12 size font] with an extended analysis of a poem or a short story. Papers should be different from any class discussion. Students may also choose to compare / contrast two different poems or stories in regard to a particular aspect.

\*Essay topic must be approved by the instructor in advance.

## D. Grading Criteria

### I. The CCC grading scale is as follows:

93-100%	A	80-82%	B-	69-60%	D
90-92%	A-	77-79%	C+	Below 60%	F
86-89%	B+	72-76%	C		
83-85%	B	70-71%	C-		

## II. The grade breakdown by percentages is as follows:

Participation in class and preparation	15%
Homework	10%
Mid-term exam	20%
Oral presentation	25%
Final Essay	30%

## E. Class Policies

### I. Make up

There will be **no make-up exam** unless there is an excused absence. If there is an excused absence with written proof, the exam has to be taken the same day the student returns to class (otherwise the student will receive a 0).

### II. Plagiarism

Copying from other students during an exam or providing other classmates with answers constitute plagiarism and will result in an immediate F for the course. Second offenses are dealt with in the CCC student handbook and usually involve suspension.

### III. Classroom Protocol

Students are expected to use Spanish to interact with their peers and instructor. In class the student is required to maintain a polite behavior at every moment. In order to preserve an environment free of distractions, **please avoid late arrivals or early departures.**

### IV. Disabilities

Students with documented learning disabilities who may need academic accommodation should discuss these needs with their professors during the class. Students with disabilities who wish to request accommodations should contact the Academic Services office.

### V. Honor Code

I fully support the Cedar Crest College Honor Code and the Classroom Protocol code as stated in the Customs Book.

## F. Tentative Calendar (Note: This calendar is subject to change depending on class needs.)

<i>Date</i>	<i>Main topics</i>	<i>Assignments</i>
August 28	Introducción al curso Evaluación oral y escrita	Reflexión personal – <i>Si fuera escritora...</i>  <i>Leer</i> – Sor Juana – <i>Introducción páginas - v - xliii</i>  <i>Escribir</i> – comparación de características en forma de un Diagrama de Venn
September 4	Sor Juana y su vida	<i>Leer</i> – Sor Juana – <i>La Respuesta a Sor Filotea, y página 136 a 143</i> <i>Respondiendo a un Caballero...</i>
September 11	<i>Sor Filotea</i> <i>Respondiendo a un Caballero</i>	<i>Escribir</i> – 1 poema original

	<i>Sonetos</i> <i>El nacimiento de la col – Rubén Darío</i>	composición final de Sor Juana  <b>Due: 9/18</b>
September 18	<b>NO HAY CLASE</b>	<i>Leer – Floricanto Sí – Introducción – páginas xvii – xxxv. Esbozo – discusión en clase</i>  <i>Leer – Angela de Hoyos: página 109: La Vie: I Never Said It Was Simple</i>  <b>Due: 9/25</b>
September 25	Floricanto Sí – Introducción Repaso del esbozo  De Hoyos Julia Álvarez y otras	<i>Leer – Maya Islas</i> pág. 147  Pat Mora – pág. 164-170  Elvia Padilla – 171-173 <b>Due: 10/2</b>
October 2	Islas Mora Padilla y otras	Análisis de un poema.  <b>Due: 10/9</b>
October 9	Análisis de poemas escogidos Repaso para el examen de la mitad del curso.	
October 16	<b>EXAMEN – MITAD DEL CURSO</b>	Isabel Allende – Investiga la vida y las obras de ella. Haz un esbozo completo de la información. <b>Capítulos 1-2</b> <b>Due: 10/23</b>
October 23	Isabel Allende Introducción 1,2	<b>Capítulos 3-4</b> <b>Due: 10/30</b>
October 30	Allende 3,4	<b>Capítulos 5-6</b> <b>Due: 11/6</b> <i>La presentación oral</i> <i>Temas – poema / escritura</i>
November 6	Allende 5,6	<b>Capítulos 7-10</b> <b>Due: 11/13</b> <i>Aprobación de la presentación y la composición final</i>
November 13	11 en clase Otros cuentos de Allende	<i>Tarea: presentación y ensayo final</i>
November 20	<b>NO HAY CLASE</b>	<i>Tarea: presentación y ensayo final</i>
December 4	Presentaciones	<i>Ensayo final – due</i>

