Upper-division Writing Requirement Review Form (2/11)

I. General Education Review – Upper-division Writing Requirement

<table>
<thead>
<tr>
<th>Dept/Program Subject</th>
<th>MCLL/SPNS</th>
<th>Course # (i.e. ANTH 455) or sequence</th>
<th>MCLG 315/SPNS 315</th>
</tr>
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<tbody>
<tr>
<td>Course(s) Title</td>
<td>Major Hispanic Authors</td>
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<tr>
<td>Description of the requirement if it is not a single course.</td>
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<td></td>
<td>UDWPA</td>
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II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office

<table>
<thead>
<tr>
<th>Please type / print name</th>
<th>Signature</th>
<th>Date</th>
</tr>
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<tbody>
<tr>
<td>Instructor</td>
<td>Jannine Montauban</td>
<td>9/14/12</td>
</tr>
<tr>
<td>Phone / Email</td>
<td>x2591</td>
<td></td>
</tr>
<tr>
<td>Program Chair</td>
<td>Elizabeth Ametsbichler/Jannine Montauban</td>
<td>9/14/12</td>
</tr>
<tr>
<td>Dean</td>
<td>Chris Comer</td>
<td>9-12-12</td>
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III. Type of request

<table>
<thead>
<tr>
<th>New</th>
<th>X</th>
<th>One-time Only</th>
<th>Change</th>
<th>Remov</th>
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<tbody>
<tr>
<td>Reason for new course, change or deletion</td>
<td>The Spanish major does not have an Upper-division writing class. This class used to be our upper-division writing class till 2005</td>
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IV. Overview of the Course Purpose/Description

This course with a writing focus offers intensive study of the work of one major author in the Spanish-speaking world, like Miguel de Cervantes (Spain), Jorge Luis Borges and Julio Cortázar (Argentina), Carlos Fuentes (México) to name just a few. Students will become familiar with the writing of the selected author, the socio-historical and literary context of their work, their contribution to global literature and their influence in contemporary literary production. Students will also read a selection of essays that illuminate the perennial debates that have animated critical study of the author.

Since most literature includes a reflection on the process of reading and writing, this class will also concentrate on the major author’s own theory of literary production and its influence on contemporary literature and literary criticism.

The writing component of this course is a set of assignments designed to teach students to write an academic paper in the field of Hispanic literature. There are four assignments.

V. Learning Outcomes: Explain how each of the following learning outcomes will be achieved.
<table>
<thead>
<tr>
<th>Student learning outcomes: Identify and pursue sophisticated questions for academic inquiry</th>
<th>Writing assignments, lectures, and class discussions extend beyond level of general observation of historical and cultural phenomena to focus on the work of one major author in the Spanish language who synthesizes/summarizes an era or a region in the Spanish-speaking world. Throughout the semester, students will become familiar with the work of one major Hispanic author and with some of the most important bibliography about him or her. The goal of writing assignments is the traditional enterprise in the humanities of formulating a thesis statement that shapes the information that students have at hand into a coherent whole.</th>
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<tr>
<td>Find, evaluate, analyze, and synthesize information effectively and ethically from diverse sources (see <a href="http://www.lib.umt.edu/informationliteracy/">http://www.lib.umt.edu/informationliteracy/</a>)</td>
<td>Students find, evaluate and analyze peer-reviewed secondary sources for their papers. Through these assignments, students will learn to recognize key characteristics, concepts, and ideas in the author’s work. Writing assignments present students with the opportunity to illustrate their ability to recognize and identify these aspects and to articulate a) their recognition of the larger issues that inform specific topics on which they write, b) how their research sources frame information and present topics at hand, and c) how they are able to synthesize information and material gathered from class lectures, course discussion, and their research outside class.</td>
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<td>Manage multiple perspectives as appropriate</td>
<td>An important component of this course is the study and often conflicting perspectives on the author’s texts. Since the class is based on the work of one single author, students will gradually gather more insight on the author’s work/bibliography and will gradually learn to incorporate the different perspectives into their own perspectives. The writing assignments in this course present opportunities for students to both express their own opinions as well as connect those opinions and ideas with materials featured in and found by them for the course.</td>
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<tr>
<td>Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline</td>
<td>Students write for an academic audience. The writing assignments encourage students to recognize the purposes of academic papers within the field. The class requires four essays. The first one must be rewritten. Students will be assessed in terms of appropriateness with regard to assignment, effectiveness of conceptualization, and quality of writing. Constructive feedback will be offered accordingly. Suggestions and expectations for second drafts will be clarified based on the explanation of comments. The class incorporates some of the most important bibliography on the selected author’s work. These academic articles will not only provide information on the author’s work but will also constitute possible models in terms of academic writing.</td>
</tr>
<tr>
<td>Use multiple drafts, revision, and editing in conducting inquiry and preparing written work</td>
<td>Students will have the opportunity to revise at least one paper for the course. The first writing assignment will be assessed in terms of appropriateness with regard to the assignment, effectiveness of conceptualization, and quality of writing. Constructive feedback will be offered accordingly. Suggestions and expectations for the rewrite will be clarified based on explanation of comments.</td>
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<tr>
<td>Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline</td>
<td>The citation style is <em>MLA</em>. The format of papers is according to the convention in literary studies. The <em>MLA</em> handbook not only teaches students the conventions of citation, documentation, and formal presentation of the assignments but also provides help in the conceptualization of the academic paper and in refining a viable thesis. Detailed instruction about these conventions is provided in our 300-400 level Spanish classes.</td>
</tr>
<tr>
<td>Develop competence in information technology and digital literacy (link)</td>
<td>Students must word process their documents. Students will receive instruction in the use of digital databases appropriate to the study of the author. Writing assignments specifically address students’ need to assess information resources with regard to specific research and investigative projects. Students will be directed to the Mansfield Library information literacy web page and discussion of these main goals.</td>
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**VI. Writing Course Requirements**

| Enrollment is capped at 25 students. If not, list maximum course enrollment. Explain how outcomes will be adequately met for this number of students. Justify the request for variance. | This course has been capped at 30. If it becomes a W course, it will be capped at 25. |
| Briefly explain how students are provided with tools and strategies for effective writing and editing in the major. | —Instructor’s provides detailed written input on each paper about how to avoid particular writing problems and how to write more clearly and otherwise effectively. —Students must submit a revision of first essay —Classic and contemporary academic articles in the field will be assigned for reading and showed as examples of viable research. |

| Which written assignment(s) includes revision in response to instructor’s feedback? | Yes. The first paper must be revised and resubmitted. |

**VII. Writing Assignments**

| Please describe course assignments. Students should be required to individually compose at least 20 pages of writing for assessment. At least 50% of the course grade should be based on students’ performance on writing assignments. Quality of content and writing are integral parts of the grade on any writing assignment. | Formal Graded Assignments |
| 1) four 5-page papers | Papers are five to six page explorations of |
some aspect of a text we have read during the previous two weeks. For the first paper, the instructor will provide the topic. For the next three assignments, students will choose their topic by expanding on/analyzing/explaining an issue raised by their reading of (an) specific passage(s) of the text (Explication de texte).

Students should use these papers as an aid to their reading (one typically thinks differently when writing about a text than when reading only) and as a forum for generating good questions and topics they might pursue during the semester. The papers should involve engagement with both your chosen text(s) and critical/theoretical sources.

2) Second exam is a take home exam. Students must write two 2-page essays in answer to two questions provided by the instructor.

| Informal Ungraded Assignments | none |

VIII: Syllabus: Paste syllabus below or attach and send digital copy with form. For assistance on syllabus preparation see: http://teaching.berkeley.edu/bgd/syllabus.html. The syllabus must include the following:

1. Writing outcomes
2. Information literacy expectations
3. Detailed requirements for all writing assignments or append writing assignment instructions

Paste syllabus here
Course Description:

This class offers intensive study of Cervantes's *Exemplary Stories* and *Don Quixote*. The purpose is to provide an understanding of Cervantes’s artistic achievement within the socio-historical and literary context of Spain’s Golden Age. Since Cervantes’s books are fundamentally about readers reading or misreading, and about writers writing, or failing to write, this class will also concentrate on Cervantes’s own theory of literary production and its influence in contemporary literature and literary criticism.

Expectations and Learning outcomes:

Students are expected to do the assigned reading, take notes, study their notes, as well as the reading and viewing materials, and to follow guidelines for writing assignments.

Emphasis will be placed in understanding Cervantes's work within the socio-historical and literary context of Spain’s Golden Age. Since students will read most of Cervantes's work they will learn to recognize main characteristics, ideas and motifs in his work. Course material will be covered in the form of assigned readings as well as class lectures, which will cover and complement readings. Coursework will also involve your own research for writing assignments. In addition to these writing assignments, there will be two exams as well as a written final exam which will test your comprehension of class material as well as your capacity to organize points and observations in the context of themes covered in the course.

Required Texts:


*Material in traditional & electronic reserve (password Dulcinea)*
Requirements/Student Assessment:

Completion of Writing Proficiency Assessment (see UM Catalogue)

Attendance/Active Participation * 15%
4 Take-home assignments ** 50%
3 Exams (2nd a take-home) 35%

*Attendance and class participation: Class attendance is mandatory. Lectures and discussions are key parts of the course. There is a maximum of four unexplained absences (use them wisely). Any additional absence will lower your grade by 2%.

A satisfactory participation grade assumes that you come to class each day prepared and ready to engage in the discussions. This also includes individual performance on short quizzes intended to assess and encourage close daily readings of the assignments.

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University.
All students need to be familiar with the Student Conduct Code. The Code is available for review online at http://www.umt.edu/SA/VPSA/index.cfm/page/1321

** 4 Short papers of 5 pages. They require a close reading (Explication de texte) of specific passages or a short essay about a topic provided by the instructor (in the latter case, I will assign the topic a week in advance). You must follow the MLA Handbook for Writers of Research Papers guidelines on the physical format of the paper and on the way of documenting print and electronic sources. Failure to do this will lower your grade by 5 points. Papers are due at the beginning of the class period, they must be submitted in print and they must be delivered in person (AND, of course, you must also be prepared to discuss the reading assignment for the day!!!!)

Web Resources

Web Cervantes by the University of Alcala (http://cervantes.uah.es)
The Cervantes Project (http://www.csdil.tamu.edu/cervantes/english/)
Cervantes Virtual Library (http://cervantesvirtual.com)

Students with disabilities

If you are a student with a disability and wish to discuss reasonable modifications for this course, contact me privately to discuss the specific
modifications you wish to request. Please be advised I may request that you provide a letter from Disability Services for Students verifying your right to reasonable modifications. If you have not yet contacted Disability Services, located in Lommasson Center 154, please do so in order to verify your disability and to coordinate your reasonable modifications. For more information, visit the Disability Services website at http://www.umt.edu/disability.

Grading Scale:

A 94-100   A- 90-93   B+ 87-89   B 83-86   B- 80-82   C+ 77-79
C 73-76     C- 70-72  D+ 67-69  D 63-66  D- 60-62  F 59 & below

Calendar:

1st week: August 27, 29 & 31
   — Introduction
   — Video: The Buried Mirror, The Age of Gold VT 07542

   — Prologue to the Exemplary Stories

GE: Manuel Durán. “Cervantes’ Harassed and Vagabond Life” p. 23-33

2nd week: September 3, 5 & 7
   — Labor Day
   — The Little Gipsy Girl

   — The Little Gipsy Girl


3rd week: September 10, 12 & 14
   — The Spanish-English Lady
   — The Spanish-English Lady
   — The Illustrious Kitchen Maid

First assignment

4th week: September 17, 19 & 21
   — The Illustrious Kitchen Maid
   — Rinconete and Cortadillo
   — Rinconete and Cortadillo

5th week: September 24, 26 & 28
   — The Deceitful Marriage
   — Deceitful Marriage/Dialogue

   — The Dialogue of the Dogs

* rewrite
Grinberg & Rodríguez, “Cervantes as cultural ancestor of Freud”
6th week: October 1, 3 & 5
— The Dialogue of the Dogs
— First exam (Exemplary Stories)
— Don Quixote: Prologue

Michel Foucault, “What is an author?”

7th week: October 8, 10 & 12
— Don Quixote: Chaps 1-6
— Don Quixote: Chaps 7-12
— Don Quixote: Chaps 13-18

Second assignment
GE: A Note on the Title p. xiii-xiv

8th week: October 15, 17 & 19
— Don Quixote: Chaps 19-22
— Don Quixote: Chaps 23-26
— Don Quixote: Chaps 27-29


9th week: October 22, 24 & 26
— Don Quixote: Chaps 30-33
— Don Quixote: Chaps 34-37
— Don Quixote: Chaps 38-41

GE: Wardropper. “Don Quixote: Story or History?” p. 141-162

10th week: October 29, 31 & November 2
— Don Quixote: Chaps 42-46
— Don Quixote: Chaps 47-49
— Don Quixote: Chaps 50-52

Third assignment

11th week: November 5, 7 & 9
— Don Quixote Part Two: Prologue
— Don Quixote Part Two: Chaps 1-8
— Don Quixote Part Two: Chaps 9-16

GE: “Self Portraits” p. 265-271

Second Exam (Take-Home)

12th week: November 12, 14 & 16
— Veterans Day
— Don Quixote Part Two: Chaps 17-23
— Don Quixote Part Two: Chaps 24-30

13th week: November 19
— Don Quixote Part Two: Chaps 31-36
**Thanksgiving Vacation**

14th week: November 26, 28 & 30
- Don Quixote Part Two: Chaps 37-42
- Don Quixote Part Two: Chaps 43-48
- Don Quixote Part Two: Chaps 49-54

Fourth assignment
Nabokov. Cruelty and Mystification". p. 51-74

15th week: December 3, 5 & 7
- Don Quixote Part Two: Chaps 55- 60
- Don Quixote Part Two: Chaps 61 –66
- Don Quixote Part Two: Chaps 67- 74

Final Take Exam: (Don Quixote) Monday, Dec 10, 8:00 a.m. -10:00