Hispanic Film and Literature  
Rutgers University-Newark  
Spanish 21:940:348  
Spring 2021

Instructor Information
Prof. Elena Lahr-Vivaz, Ph.D.
E-mail: el431@newark.rutgers.edu
Cell: 856 300 0747

Office Hours
Office hours will be held on Zoom on Fridays, 1-2 p.m. Office hours can also be scheduled by appointment. To schedule a time, please e-mail the professor.

Course Description
In this course, we will consider some of the best-known examples of Hispanic film and literature. At the same time, we will discuss the ties between print and screen, considering how novels, short stories, and plays are adapted to film, and how film, in turn, is adapted to print. Many of the big-screen hits playing right now in theaters or online are adapted from print: they exist as novels, or short stories, before they “come to life” in the movies. After taking this course, you will see these films (and the texts they adapt) with new eyes; you will also learn to write critically about them, and about their adaptation from print to screen.

This course is grounded in the belief that students learn best by doing. As such, you will be expected to read, write, and actively participate in class discussions each week. You will practice your written and oral communication skills when you present your ideas to your classmates; and you will engage creatively with your subject matter when you pitch your ideas for your own filmic adaptations of literary texts at the end of the semester.

This course is also grounded in the belief that critical writing is both a process and a skill that can be learned. As such, class discussions are intended to spark ideas that will be further developed in writing assignments; and shorter essays are designed to serve as “building blocks” that will help you to tackle longer projects.

This writing-intensive course is taught in Spanish, and counts toward the R-N core curriculum General Requirement for Other Liberal Arts.

Course Delivery & Time Commitment
This course is taught online. For a list of synchronous class sessions (held on Zoom), see “Important Dates” below.

To be successful in this course, you will need to commit to an estimated average of 9 hours of coursework per week for the fifteen-week semester. (Some weeks will require more time, some less.) This is the same amount of time required in a traditional, face-to-face three-credit class. Assignments will be due weekly, on the dates listed on the syllabus. Please email the professor if you need additional time to complete assigned work.
**Important Dates**

This course begins on Tuesday, January 19, 2021, and ends on Monday, May 3, 2021.

Synchronous class sessions are **required** and will be held on the dates listed below, from 1-2:20 p.m. (on Zoom).

- January 20, 2021
- January 27, 2021
- February 3, 2021
- February 10, 2021
- February 17, 2021
- February 24, 2021
- March 3, 2021
- March 10, 2021
- March 24, 2021
- March 31, 2021
- April 7, 2021
- April 14, 2021
- April 21, 2021
- April 28, 2021

**Pre-requisites:** 200-level Spanish course (or permission of instructor)

**Textbooks & Materials**

The following text can be purchased at the Bookstore or elsewhere:


All other readings can be found on Canvas: canvas.rutgers.edu

All films can be streamed through Amazon Prime. Some films can also be streamed through other sites such as Netflix.

**Technical Problems**

In the online environment, there is always a possibility of technical issues (e.g., lost connection, hardware or software failure). Many of these can be resolved relatively quickly, but if you wait until just before due dates, the chances of these glitches affecting your success are greatly increased. Please plan appropriately. If a problem occurs, it is essential that you take immediate action to resolve the problem. Technical questions should be directed to the Student Help Desk:

- help@newark.rutgers.edu
- 973-353-5083
- Hill Hall 109
- http://ncs.newark.rutgers.edu/hd

**Online Course Site**

The course site can be accessed through Canvas: canvas.rutgers.edu
Course Objectives
As a General Requirement course, Hispanic Film and Literature is designed to help you develop and improve the reading, writing, oral communication, and critical analysis skills that you need to successfully complete your university education.

At the end of this course, you will be able to:

1. identify a minimum of five different types (or genres) of texts, and describe the key characteristics of each;
2. summarize and analyze the plots of a minimum of ten literary, cultural, and filmic texts from Spain and Latin America, and explain their historical importance and cultural context;
3. compare and contrast literary texts and their filmic adaptations;
4. compose an argument about a literary, cultural, or filmic text, and develop this argument orally and in writing;
5. demonstrate an increased understanding of past and present interrelationships among diverse social, cultural, and ethnic groups, both orally and in writing;
6. assess and critique the merit of scholarly journal articles and books written on Hispanic literature, film, and culture and defend your own argument in relation to these;
7. correctly use MLA citation;
8. create a new adaptation of a literary text considered in class, and present this adaptation to your classmates;
9. evaluate your own strengths and learning skills, and determine the areas in which you need to improve to achieve course objectives.

Assignments

<table>
<thead>
<tr>
<th>Homework Assignments &amp; Participation in Discussions</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response Papers (3 Response Papers, 1-2 pages each)</td>
<td>15%</td>
</tr>
<tr>
<td>Short Essay #1 (3-4 pages)</td>
<td>10%</td>
</tr>
<tr>
<td>Short Essay #2 (3-4 pages)</td>
<td>10%</td>
</tr>
<tr>
<td>Final Essay (7-8 pages)</td>
<td>20%</td>
</tr>
<tr>
<td>Presentation/Discussion Moderation</td>
<td>15%</td>
</tr>
<tr>
<td>Final Project</td>
<td>10%</td>
</tr>
</tbody>
</table>

Homework Assignments & Participation (20%)
Students should complete all required readings, and screen all required films, as listed on the Course Schedule and in the Canvas “Módulos”; complete brief homework assignments, as detailed below; participate in online and in-class discussions; and demonstrate respect for the ideas of others.

Homework and Participation grades will be based on the following:

- Homework. In addition to completing the assigned readings, students will be required to complete brief homework assignments each week, and to post these to Canvas. Assignments will be detailed in the Canvas “Módulos,” and will be designed to strengthen critical writing and thinking skills. Assignments must be posted to Canvas by the time and date they are due.
Each homework assignment is worth 10 points; late homework will be awarded no more than 5 points.

- **Responses.** After posting their own homework assignments, students will be required to respond to two of their classmates’ posts. Responses must be posted to Canvas by the time and date they are due. Each set of responses is worth 10 points; late responses will be awarded no more than 5 points.

- **Synchronous Session Participation.** Please note that attendance is required for synchronous sessions on the dates listed on this Syllabus (see “Important Dates”). Students are expected to participate actively and constructively in in-class discussions, and to pay attention during lectures; participate in class-wide and small-group discussions; demonstrate respect for the ideas of others; and bring all required materials (readings, homework assignments, essays, etc.) to class. Students’ participation will be evaluated for each class on a 1-10 scale. Quizzes will be given on the dates listed on the Course Schedule, and will count toward the participation grade.

Rubrics detailing criteria for Homework and Participation grades will be posted on Canvas. Students are responsible for checking their homework and participation grades on Canvas, where they will be posted on a regular basis. Students should contact the professor with any questions or concerns regarding these grades.

**Response Papers (15%)**
In addition to completing their weekly homework assignments, students will write three response papers (each 1-2 pages in length) in this course; these response papers will allow them to practice the writing skills, and rehearse the ideas, that they will further develop in their short essays and final essay. Details on paper requirements, including criteria for grading, will be posted on Canvas.

**Short Essays (20%) and Final Essay (20%)**
Students will write two short essays (each worth 10% of the final grade, for a total of 20%) of 3-4 pages each; they will revise and expand one of these essays to submit as their final 7-8 page essay. Students may use the ideas they begin to develop in homework assignments or class discussion as a point of departure for their essays. In keeping with the course’s emphasis on writing as a process, students will be required to complete pre-writing exercises, and to revise and resubmit essays based on feedback from peers and the professor. Details on essay requirements, including criteria for grading, will be posted on Canvas.

**Presentation/Discussion Moderation (15%)**
Students will be responsible for working with a small group of their classmates to make a presentation on one of the texts considered this semester, and for moderating a discussion about the text on which they present.

- In their presentations, students will introduce their classmates to a topic to be covered in class (i.e., an author or an important literary/film movement). A sign-up sheet for presentations will be circulated during the first weeks of the term.
- Students will be responsible for preparing questions for their classmates to consider, for posting these questions to Canvas, and for moderating the resulting discussion online (offering responses, summarizing key points, etc.).

Further details on presentations, including criteria for grading, will be posted on Canvas.
Final Project (10%)
Students will be responsible for adapting a literary text to the screen, and for presenting their adaptations to the class. Further details on this assignment, including criteria for grading, will be posted on Canvas.

Grading Response Time
Assignments should be graded within one week of the due date. Longer assignments such as essays may take longer to grade.

Grading Scale
All grades will be posted to Canvas. The final average will determine the final grade, with letter grades corresponding to the levels of achievement established in the college-wide policy determined by the University’s Faculty Senate, as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>achievement that is outstanding relative to the level necessary to meet course requirements.</td>
</tr>
<tr>
<td>B</td>
<td>80-87 (88-89 B+)</td>
<td>achievement that is significantly above the level necessary to meet course requirements.</td>
</tr>
<tr>
<td>C</td>
<td>70-77 (78-79 C+)</td>
<td>achievement that meets the course requirements in every respect.</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
<td>achievement that is worth of credit even though it fails to meet fully the course requirements</td>
</tr>
<tr>
<td>F/N</td>
<td>0-59</td>
<td>represents failure (or no credit) and signifies that the work was either: (1) completed but at a level of achievement that is not worthy of credit; or (2) was not completed and there was not agreement between the instructor and the student that the student would be awarded an I (incomplete).</td>
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Late Submission Policy
Unless otherwise noted, all written assignments, group projects, etc., are due at the time and date listed in the Course Schedule. If you experience an unavoidable personal situation that prevents you from completing work on time, please inform the instructor prior to the date the work is due. Late work will result in points taken off, a lowering of the assignment grade, and/or an “F,” depending on the assignment.

Communication Policy
- Course announcements. Announcements will be posted on Canvas and e-mailed to students. You are responsible for providing the instructor with a current e-mail address that you check regularly, and for reading all announcements posted by the instructor. You should log into the course on Canvas and your e-mail at least three days per week to check for new announcements and/or messages.
- Course-related questions. Please post course-related questions to the Questions and Answers Discussion Board on Canvas. Asking course-related questions in this way allows other participants with the same question to benefit from the responses. For this reason, please make sure you review this forum prior to posting a question; it may have already been asked and answered in previous posts.
• Personal and/or confidential matters. For course-related questions, please use the Questions and Answers Discussion Board within the course. For personal and/or confidential matters, please e-mail the instructor at el431@newark.rutgers.edu. Except for weekends and holidays, you can expect a response to e-mail messages within 24 business hours.

**Attendance and Participation Policy**
You are expected to log in to the course at least three days per week to ensure you do not miss pertinent postings, messages, or announcements.

Participation in the course discussion boards is required. Unless otherwise stated, you will be required to (1) post one original comment and (2) reply to at least two of your classmates for each discussion board assignment. To ensure that we have a productive discussion, you are required to post by the specified due dates.

You are expected to attend class as stated above, and to participate actively in class discussion.

**Dropping the Course**
In order to withdraw from a course, it is not sufficient to stop posting assignments or contributing to discussion. In accordance with university policy, students wishing to withdraw from a course must do so formally through the Registrar’s office. It is the student’s responsibility to complete all forms. If this is not done, the instructor must assign a grade of F at the end of the semester.

**Required technological skills**
• Ability to utilize Canvas

**Required equipment / materials**
• Computer, Internet access, webcam with microphone OR headphones with microphone
• Software that can save a file in the format of Microsoft Word or PDF

**Academic Integrity**
Students at Rutgers University are expected to maintain the highest ethical standards. The consequences of academic dishonesty, including cheating and plagiarism, are very serious. Rutgers’ academic integrity policy is at academicintegrity.rutgers.edu. When you submit an exam or assignment, you need to abide by the honor pledge of “On my honor, I have neither received nor given any unauthorized assistance on this examination (assignment).”

In a writing course, it is particularly important to remember that plagiarism is not allowed. Rutgers University defines plagiarism as follows: “the representation of the words or ideas of another as one's own in any academic work. To avoid plagiarism, every direct quotation must be identified by quotation marks, or by appropriate indentation, and must be cited properly according to the accepted format for the particular discipline. Acknowledgment is also required when material from any source is paraphrased or summarized in whole or in part in one's own words. […] Information that is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc, need not be cited; however, the sources of all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, other materials that contribute to one's general understanding of the subject may be acknowledged in the bibliography” (http://wp.rutgers.edu/courses/plagiarism).
Any student who turns in a work that has been plagiarized in part or in totality will be reported to the Office of Student Judicial Affairs. Students guilty of plagiarism will jeopardize their academic careers. Please note: any student who turns in work that is plagiarized in part or in totality will receive, at minimum, a 0 on the assignment; depending on the extent of plagiarism, he or she may receive an F in the class, a note in his or her academic record, or expulsion from the university.

Resources
Rutgers University Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students. RU-N has identified the following resources to further the mission of access and support:

- **Students with Disabilities.** Rutgers University welcomes students with disabilities into all of the University's educational programs. The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. In order to receive consideration for reasonable accommodations, a student with a disability must contact ODS, register, have an initial appointment, and provide documentation. Once a student has completed the ODS process (registration, initial appointment, and documentation submitted) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided to the student. The student must give the LOA to each course instructor, followed by a discussion with the instructor. This should be completed as early in the semester as possible as accommodations are not retroactive. More information can be found at ods.rutgers.edu. Contact ODS: (973) 353-5375 or ods@newark.rutgers.edu.

- **Religious Holiday Policy and Accommodations.** Students are advised to provide timely notification to instructors about necessary absences for religious observances and are responsible for making up the work or exams according to an agreed-upon schedule. The Division of Student Affairs is available to verify absences for religious observance, as needed: (973) 353-5063 or DeanofStudents@newark.rutgers.edu.

- **Counseling Services.** Counseling Center Room 101, Blumenthal Hall, (973) 353-5805 or http://counseling.newark.rutgers.edu/.

- **Students with Temporary Conditions/Injuries.** Students experiencing a temporary condition or injury that is adversely affecting their ability to fully participate in their courses should submit a request for assistance at: https://temporaryconditions.rutgers.edu.

- **Students who Are Pregnant.** The Office of Title IX and ADA Compliance is available to assist students with any concerns or potential accommodations related to pregnancy: (973) 353-1906 or TitleIX@newark.rutgers.edu.

- **Gender or Sex-Based Discrimination or Harassment.** Students experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, should know that help and support are available. To report an incident, contact the Office of Title IX and ADA Compliance: (973) 353-1906 or TitleIX@newark.rutgers.edu. To submit an incident report: tinyurl.com/RUNReportingForm. To speak with a staff member who is confidential and does
NOT have a reporting responsibility, contact the Office for Violence Prevention and Victim Assistance: (973) 353-1918 or run.vpva@rutgers.edu.

Additional resources available to students include the following:

- **The CARE Team**
The Rutgers University-Newark Campus Awareness Response and Education (CARE) Team is committed to promoting campus safety and wellness. Through collaborative efforts we identify, assess and respond to student concerns on campus; assisting students who may be in crisis. The CARE Team develops a support plan for students to help them deal effectively with personal situations that might impact their academic performance.

  Paul Robeson Campus Center, 302  
  (973) 353-5063  
  careteam@rutgers.edu  
  myrun.newark.rutgers.edu/care-team

- **Technology Launch Pad**
The Technology LaunchPad offers: student support, tutorials and documentation; resources to help with internet connections both on and from off-campus; computer recommendations, discounted and free software.

  https://runit.rutgers.edu/technology-launch-pad/

- **Rutgers Learning Center** (tutoring services)  
  Room 140, Bradley Hall  
  (973) 353-5608  
  https://sasn.rutgers.edu/student-support/tutoring-academic-support/learning-center

- **Writing Center** (tutoring and writing workshops)  
  Room 126, Conklin Hall  
  (973) 353-5847  
  nwc@rutgers.edu  
  https://sasn.rutgers.edu/student-support/tutoring-academic-support/writing-center

- **Rutgers University Libraries**
  Many library resources are available online. Assistance is available through phone, e-mail and chat. Information about the library can be found here: http://libguides.rutgers.edu/intro

  Please review this 2-minute video about the library online resources:  
  http://www.youtube.com/watch?v=iJvFVqjz8Dg

**Netiquette**

“Netiquette” is network etiquette, the dos and don’ts of online communication. When posting to our discussion board or communicating with others in our class, please remain courteous. Below are the guidelines we will follow in this course (adapted from http://www.indiana.edu/~icy/netiquette.html#rules):

1. Make your messages easier to read by making your paragraphs short and to the point.
2. Use normal capitalization. TYPING IN ALL CAPS IS CONSIDERED SHOUTING ON THE INTERNET. messages in all lowercase letters can be difficult to read
3. Avoid using slang and abbreviations because they can lead to misinterpretation. Be careful when using sarcasm and humor. Without face-to-face communications your joke may be viewed as criticism. When being humorous, use emoticons to express humor. (tilt your head to the left to see the emoticon smile) :-) 

4. Never give your userID or password to another person. System administrators that need to access your account for maintenance or to correct problems will have full privileges to your account.

5. Respect the fact that the class list is a closed discussion; do not forward mail from your classmates to others without their permission.

6. Be professional and courteous. In an online forum or newsgroup, debate is welcome, but be tactful in responding to others. Remember that there's a person (or a whole class) at the receiving end of your post.

7. Keep your questions and comments relevant to the focus of the discussion group. Information intended for an individual or small group of individuals should be emailed to those people directly.

8. If you are responding to a message from someone else, briefly summarize her or his post.

9. When posting a question to the discussion group, request that responses be directed to you personally. Post a summary or answer to your question to the group.

10. If you quote a previous post (by using the reply function for example), quote only enough to make your own point.

11. Include your signature at the bottom of Email messages when communicating with people who may not know you personally or broadcasting to a dynamic group of subscribers.

12. Be respectful of other points of view. Remember that these discussions are “public” and meant for constructive exchanges. Treat the others on the list as you would want them to treat you.

13. If you want to get in touch with only one person in the class, send a message to that individual's e-mail address, not to the entire discussion list.

14. When replying to a message posted to a discussion group, check the address to be certain it's going to the intended location (person or group). It can be very embarrassing if you reply incorrectly and post a personal message to the entire discussion group that was intended for an individual.

15. Think and proofread before you submit!
Hispanic Film and Literature  
Course Schedule  
January 19, 2021 - May 3, 2021

This Course Schedule lists the major assignments and principal readings/screenings for the semester, as well as the dates of synchronous class sessions (held on Zoom). In the same way that additional activities are offered during class time in a traditional, face-to-face course, lectures and/or “in-class” assignments for asynchronous sessions will be included on Canvas (in the “Modules” section). As such, be sure to check Canvas regularly and email the professor with any questions or concerns. All changes to this Course Schedule will be communicated by e-mail and posted on Canvas.

A sign-up sheet for the presentations listed here will be circulated during the first weeks of the term. You will be responsible for working with a small group of your classmates to make one presentation.

☐ Reading (to be completed before class, for discussion on date listed on syllabus)  
気軽 Film (to be screened online)  
選択 Writing topic or strategy to be discussed in class  
☑ Homework assignment (to be posted to Canvas by noon on date listed on syllabus, unless otherwise indicated; worth points toward homework grade, as detailed on Canvas)  
<textarea>Essay pre-writing assignment (to be posted to Canvas by noon on date listed on syllabus, unless otherwise indicated; worth points toward Essay grade, as outlined on Essay Assignment sheet)</textarea>

<table>
<thead>
<tr>
<th>Activity</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>☐ Comienza aquí</td>
<td>19 Jan.</td>
</tr>
<tr>
<td>SELECT  Synchronous class session (REQUIRED)</td>
<td>20 Jan., 1-2:20 p.m.</td>
</tr>
<tr>
<td>☐ Self-Evaluation #1 (in class)</td>
<td>20 Jan., 1-2:20 p.m.</td>
</tr>
</tbody>
</table>

WEEK 1: 25-31 January

☐ “Jorge Luis Borges: Biografía” | 27 Jan. |
|  SELECT  Synchronous class session (REQUIRED) | 27 Jan., 1-2:20 p.m. |
| ☐ Quiz #1 (in class)                         | 27 Jan., 1-2:20 p.m. |

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1 Unless otherwise noted, Canvas assignments are due at noon on the date indicated; class readings should also be completed by noon on the date indicated.

2 26 January 2021: last day to drop course without a “W” grade. 27 January 2021: last day to add course.
### WEEK 2: 1-7 February

| ✶ La mala educación (Pedro Almodóvar, 2004) | 1 Feb. |
| ☐ Linda Hutcheon, “Beginning to Theorize Adaptation” | 3 Feb. |
| **Online writing workshop (REQUIRED)** | **3 Feb., 1-2:20 p.m.** |
| ☐ Response Paper #1 | 5 Feb. (mediodía) |

### WEEK 3: 8-14 February

| ☐ Cirilo Villaverde, Cecilia Valdés (selections) | 8 Feb. |
| ☐ Discussion: Cecilia Valdés | |
| **Online Library Orientation Session (REQUIRED)** | **10 Feb., 1-2:20 p.m.** |
| ☐ Response Paper #2 | 12 Feb. (mediodía) |

### WEEK 4: 15-21 February

| ✖ Thesis & Abstract, Essay #1 (see list essay topics on Canvas) | 17 Feb. |
| **Synchronous class session (REQUIRED)** | **17 Feb., 1-2:20 p.m.** |
| ☐ Quiz #2 (in class) | |

### WEEK 5: 22-28 February

| ☐ Federico García Lorca, Bodas de sangre (Acto I) | 22 Feb. |
| ✖ Annotated Bibliography & Key Quotes, Essay #1 | 24 Feb. |
| **Synchronous class session (REQUIRED)** | **24 Feb., 1-2:20 p.m.** |
| ☐ Quiz #3 (in class) | |
### WEEK 6: 1-7 March

- **Federico García Lorca, Bodas de sangre (Actos II y III)**
  - Initial Post: 1 March
  - Responses (2): 3 March
- **Discussion: Bodas de sangre**
  - Initial Post: 1 March
  - Responses (2): 3 March
- **First Draft, Essay #1**
  - 3 March
- **Online Writing workshop (REQUIRED)**
  - 3 March
- **Submit: Essay #1**
  - 5 March

### WEEK 7: 8-14 March

- **La novia (Paula Ortiz, 2016)**
  - 8 March
- **Discussion: La novia**
  - Initial Post: 8 March
  - Responses (2): 10 March
- **Denis Cutchins, “Bakhtin, Intertextuality, and Adaptation”**
  - 10 March
- **Synchronous class session (REQUIRED)**
  - Self-Evaluation #2 (in class)
  - Quiz #4 (in class)
  - 10 March, 1-2:20 p.m.
- **First Draft, Essay #1**
  - 3 March
- **Online Writing workshop (REQUIRED)**
  - 3 March
- **Submit: Essay #1**
  - 5 March

### ***SPRING BREAK: 15-21 March***

### WEEK 8: 22-28 March

- **Como agua para chocolate (c. 1-6)**
  - 22 March
- **Como agua para chocolate (c. 7-12)**
  - 24 March
- **Synchronous class session (REQUIRED)**
  - Quiz #5 (in class)
  - 24 March, 1-2:20 p.m.
- **Submit: Response Paper #3**
  - 26 March

### WEEK 9: 29 March-4 April

- **Como agua para chocolate (Alfonso Arau, 1992)**
  - 29 March
- **Thesis & Abstract, Essay #2 (see list essay topics on Canvas)**
  - 29 March
- **Presentation (Group #1)**
  - 29 March

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3 22 March 2021: last day to drop course (“W” grade assigned).
**WEEK 10: 5-11 April**

- **Discussion:** *Como agua para chocolate*  
  (Discussion Moderation: Group #1)  
  Group #1 Post: 29 March  
  Initial Post: 29 March  
  Responses (2): 31 March

- **Elena Lahr-Vivaz, Mexican Melodrama (selections)**  
  31 March

- **Synchronous class session (REQUIRED)**  
  - **Quiz #6 (in class)**  
    31 March, 1-2:20 p.m.

**WEEK 11: 12-18 April**

- **Senel Paz, El lobo, el bosque y el hombre nuevo**  
  5 April

- **Annotated Bibliography & Key Quotes, Essay #2**  
  5 April

- **Presentation (Group #2)**  
  5 April

- **Discussion:** *El lobo, el bosque y el hombre nuevo*  
  (Discussion Moderation: Group #2)  
  Group #2 Post: 5 April  
  Initial Post: 5 April  
  Responses (2): 7 April

- **Synchronous class session (REQUIRED)**  
  - **Quiz #7 (in class)**  
    7 April, 1-2:20 p.m.

**WEEK 12: 19-25 April**

- **Fresa y chocolate** (Tomás Gutiérrez Alea y Juan Carlos Tabío, 1993)  
  12 April

- **Discussion:** *Fresa y chocolate*  
  Initial Post: 12 April  
  Responses (2): 14 April

- **First Draft, Essay #2**  
  14 April

- **Enrico Mario Santí, “Fresa y chocolate: The Rhetoric of Cuban Reconciliation”**  
  14 April

- **Online writing workshop (REQUIRED)**  
  14 April, 1-2:20 p.m.

- **Submit: Final Draft, Essay #2**  
  16 April

**WEEK 12: 19-25 April**

- **El laberinto del fauno** (Guillermo del Toro, 2006)  
  19 April

- **Discussion:** *El laberinto del fauno*  
  Initial Post: 19 April  
  Responses (2): 21 April

- **Final Project: Writing Assignment #1**  
  19 April

- **Synchronous class session (REQUIRED)**  
  - **Quiz #8 (in class)**  
    21 April, 1-2:20 p.m.  
  - **Self-Evaluation #3 (in class)**
### WEEK 13: 26 April-2 May

<table>
<thead>
<tr>
<th>Event</th>
<th>Due Date</th>
</tr>
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<tbody>
<tr>
<td>☐ <em>El laberinto del fauno</em></td>
<td>26 April</td>
</tr>
<tr>
<td>☐ Discussion: <em>El laberinto del fauno</em></td>
<td>Initial Post: 26 April</td>
</tr>
<tr>
<td>☐ Mary M. Snyder, “Adaptation in Theory and Practice”</td>
<td>28 April</td>
</tr>
<tr>
<td>☐ Final Project: Writing Assignment #2</td>
<td>28 April</td>
</tr>
<tr>
<td><strong>On-campus workshop (REQUIRED)</strong></td>
<td>28 April, 1-2:20 p.m.</td>
</tr>
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### WEEK 14: 3 May

<table>
<thead>
<tr>
<th>Event</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Submit: Final Project</td>
<td>3 May</td>
</tr>
<tr>
<td>Submit: Final Essay</td>
<td>7 May</td>
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</tbody>
</table>