

ENGL 370.001, MWF 11:00-11:50  
FH 149  
Fall 2013  
Office Hours: MW 12:00-2:45 & by appt.

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### Latina/o Literature

**Texts:** John S. Christie & José B. Gonzalez, Eds. *Latino Boom: An Anthology of U.S. Latino Literature*  
Ana Castillo, *The Guardians*  
One additional novel or short story collection selected from a list of texts

**Course Objectives:** The objectives of the course are

- 1) to acquaint students with a representative sampling of some of the forms, voices, and thematic and stylistic trends of the contemporary Latina/o short story (as well as some drama and poetry and one novel);
- 2) to help students read literature actively and critically;
- 3) to familiarize students with the vocabulary and critical tools required in order to discuss and write about literature, and particularly short fiction, successfully;
- 4) to foster students' awareness of the similarities and differences among various literary texts; and
- 5) to help students relate literature, whenever possible, to their daily lives and the world in which they live.

**Course Requirements:** You will need to read all assignments **before** coming to class and come to class prepared to discuss them. You must bring the anthology (or *The Guardians* or your additional text when appropriate) to class each day. In addition, you will participate in daily class discussions, take 15 quizzes, take 3 tests and a final examination, read an additional novel or short story collection, and write three brief (3-5 page) formal essays.

#### Grading:

Class Participation	100 points possible
15 Quizzes @ 10 points each	150 total points possible
3 Formal Essays @ 100 points each	300 points possible
3 Tests @ 100 points each	300 total points possible
Final Exam	150 points possible

900-1000 points = A; 800-899 points = B; 700-799 points = C; 600-699 points = D.

**Please note:** Failure to complete any of the course requirements may mean failing the course. None of these **requirements** is optional.

**Class Participation:** The best ways to illustrate that you are an active, engaged, and interested student are by reading all assignments (twice is nice) before coming to class and contributing regularly and meaningfully to class discussions.

**Quizzes:** You can expect a quiz on any day for which you have a reading assignment. There will be quizzes on 17 of the reading assignments. You need only take 15 quizzes. If you take all 17 quizzes, I will drop your lowest 2 quiz grades. Quizzes will consist of questions which should be easily answerable by anyone who has read the assignment carefully. If you wish to take a quiz, you **must** arrive on time. **There will be no make-up quizzes.** If you do not attend class on the day of a quiz or arrive too late to take a quiz, you forfeit those 10 possible points.

**Tests and Final Examination:** The three tests and final examination will be partially objective and partially essay. **Except in extreme circumstances, there will be no make-up tests.**

**Papers:** You will write three brief (3-5 page) formal essays—due on September 30, November 4, and December 6. The first will focus on one of the stories on the assignment calendar through September 27, the second will focus on one of the stories, the novel or the play on the assignment calendar from September 30 through November 1, and the third essay will focus on some aspect of the additional text you will read beyond the material on the assignment calendar. Each essay will entail some thoughtful, coherent analysis of that selected text in light of its portrayal of a specific dilemma/problem/difficulty facing Latina/o Americans and the resolution (or failed resolution) of that specific issue. Students must finish their **first reading** of the additional novel or short story collection by no later than Monday, October 28, and each student will meet with me in my office shortly thereafter to discuss the text and possible plans for the third essay.

**Late papers will be graded 10 points lower for each day they are late.** In addition to submitting a “hard copy” of the essays by the due dates above, students are required to submit their essays to Turnitin through MyClasses.

The numerous writing activities indicate that the instructor is a firm supporter of writing as an important means of learning and of SU's Writing Across the Curriculum policy.

**Special Note:** All students taking this course to fulfill their English/Secondary Education [or TESOL] requirement must begin a technology portfolio and must include at least one paper/project from this course in the portfolio.

**Turnitin:** Salisbury University contracts with Turnitin for plagiarism detection and deterrence in support of The Salisbury Promise and academic integrity policy. As a condition of participating in this course, all required formal papers will be subject to submission for textual similarity review and plagiarism detection through Turnitin (through MyClasses). All papers submitted to Turnitin will be included as source documents in the Turnitin reference database solely for the purpose of detecting plagiarism consistent with fair use principles under federal copyright law.

**Plagiarism:** The English Department takes plagiarism, the unacknowledged use of other people's ideas, very seriously indeed. As outlined in the Student Handbook under the "Policy on Student Academic Integrity," plagiarism may receive such penalties as failure on a paper or failure in the course. The English Department recognizes that plagiarism is a very serious offense and professors make their decisions regarding sanctions accordingly. Each of the following constitutes plagiarism:

1. Turning in as your own work a paper or part of a paper that anyone other than you wrote. This would include but is not limited to work taken from another student, from a published author, or from an Internet contributor.
2. Turning in a paper that includes unquoted and / or undocumented passages someone else wrote.
3. Including in a paper someone else's original ideas, opinions or research results without attribution.
4. Paraphrasing without attribution.
5. Turning in the same paper for credit in more than one class.

A few changes in wording do not make a passage your property. As a precaution, if you are in doubt, cite the source. Moreover, if you have gone to the trouble to investigate secondary sources, you should give yourself credit for having done so by citing those sources in your essay and by providing a list of Works Cited or Works Consulted at the conclusion of the essay. In any case, failure to provide proper attribution could result in a severe penalty and is never worth the risk.

**Attendance:** I expect to be here every day and hope you will do the same. You may miss three class meetings (for whatever reason) without direct penalty. For each day you are absent beyond those three “freebies,” you will lose 25 points per day. If you have a schedule conflict with this class, you should select a course that better fits your schedule. **Remember that YOU are responsible for meeting deadlines and making up any missed work. There is no such a thing as an “excused absence.”**

I will, of course, also expect you to arrive promptly for class and stay for the duration of each session. **Three “lates” will constitute an absence** (see the attendance policy above). Schedule your other activities around this course, not vice versa. In addition, students who come to class ill-prepared (i.e., without the anthology, having not read the assignment) may be asked to leave the classroom and invited to return another day on which they are better prepared.

**Courtesy and Respect:** I expect students to treat their fellow students and professor with courtesy and respect. Please abide by the following:

- **Turn OFF your cell phones, iPods, and other electronic devices BEFORE entering the classroom.**
- **Take care of your dietary and eliminatory needs BEFORE entering the classroom.**
- **Should you absolutely need to arrive late or leave early for a class session, sit as near to the door as possible and avoid disrupting class by drawing attention to your entry or exit.**
- **Listen attentively to what your professor and fellow classmates contribute to our discussions.**
- **Raise your hand and wait to be acknowledged before you enter the discussion.**

**Office Hours:** Monday and Wednesday, 12:00-2:45 p.m. and by appointment. (No appointment is necessary for students to drop by during office hours.) This time is set aside for you; please feel free to speak with me about any concerns or interests during these hours or by appointment.

### **Assignment Calendar**

- Aug. 26: Introduction  
28: Introduction continued  
30: "Preface," xii through xvi  
"Introduction," 1-6
- 2: No Class, Labor Day  
4: Chapter 1 "Latino Narrative," Chapter 2 "Latino Poetry" & Chapter 3 "Latino Landscapes," 9-32  
6: Chapter 4 "The Lost Worlds," 47-52  
Daniel Chacón, "The Biggest City in the World," 56-66
- 9: Guy Garcia, "La Promesa," 74-88  
11: Ana Menéndez, "Confusing the Saints," 88-97 &  
Rudolfo A. Anaya's "In Search of Epifano," 52-56  
13: Sandra Cisneros, "One Holy Night," 66-71
- 16: Chapter 5 "The Working World" & Norma Cantú, "Se me enchina el Curepor al oir tu cuento. . .," 121-25 & Ray Gonzalez, "Invisible Country," 139-49  
18: Alberto Rios, "The Child," 149-57  
20: Cristina Garcia, "Tito's Goodbye," 126-28
- 23: **Test #1**  
25: Chapter 6 "The Urban World," 192-95  
Junot Díaz, "Edison, New Jersey," 196-205  
27: Dagoberto Gilb, "Al, in Phoenix," 129-39 & "Love in L.A.," 205-07
- 30: **Paper #1 Due**  
Helena Maria Viramontes, "Neighbors," 217-29
- Oct. 2: Helena Maria Viramontes, "The Cariboo Café," 157-68  
4: Ana Castillo, *The Guardians*, through 53, to chapter three
- 7: *The Guardians*, through 156, to chapter eight  
9: *The Guardians*, to end

- 11: *The Guardians*
- 14: Josefina López, *Real Women Have Curves*, 254-78, to Act Two
- 16: Josefina López, *Real Women Have Curves*, to end
- 18: **Test #2**
- 21: Film: *My Family/Mi Familia*
- 23: *My Family/Mi Familia*
- 25: *My Family/Mi Familia*
- 28: You need to have your additional text read by this date and be prepared to speak with us about it.
- 30: Chapter 7 "The Fringe World" & Alba Ambert, "Rage Is a Fallen Angel," 307-22
- Nov. 1: Daniel Cano, "Somewhere Outside Duc Pho," 322-32
- 4: **Paper #2 Due**  
Leroy V. Quintana, "The Man on Jesus Street–Dreaming," 333-37
- 6: Edgardo Vega Yunque, "The Barbosa Express," 350-59
- 8: Abraham Rodriguez, Jr., "The Boy Without a Flag," 338-50
- 11: José B. Gonzalez, "Autobrownography of a New England Latino," 363-66  
Tato Laviera, "AmeRican," 367-68
- 13: José Rivera, *Cloud Tectonics*, 381-413
- 15: **Test #3**
- 18: Chapter 8 "Beyond Worlds," 431-33  
Sandra Benitez, "Fulgencio Llanos," 450-59
- 20: Jack Agüeros, "Horologist," 434-50
- 22: Jaime Manrique, "The Documentary Artist," 475-84
- 25: Lorraine M. López, "Soy la Avon Lady," 459-75
- 27: Thanksgiving break, no class
- 29: Thanksgiving break, no class
- Dec. 2: Ernesto Mestre-Reed, "After Elián," 484-99
- 4: Achy Obejas, "We Came All the Way From Cuba So You Could Dress Like This?" 499-509
- 6: **Paper #3 Due**  
Wrap up

Final Exam: Friday, December 13, 1:30-4:00 p.m.

**NOTE: This schedule of assignments is subject to change, with notice, of course.**

**Statement from the Writing Center:** At the University Writing Center (directly above the Fireside Lounge in the Guerrieri University Center), trained consultants are ready to help you at any stage of the writing process. It is often helpful for writers to share their work with an attentive reader, and consultations allow writers to test and refine their ideas before having to hand papers in or to release documents to the public. In addition to the important writing instruction that occurs in the classroom and during teachers' office hours, the center offers another site for learning about writing. **All students are encouraged to make use of this important service.** For more information about the writing center's hours and policies, visit the writing center or its website at [www.salisbury.edu/uwc](http://www.salisbury.edu/uwc).