

WLC 303

Comparative Readings in Romance Languages

Course description

The course aims at the simultaneous development of passive competence of three Romance languages—French, Italian, and Spanish. It is based on intercomprehension, a natural phenomenon occurring when two people communicate with each other successfully, each speaking in their own language. Intercomprehension techniques reinforce knowledge of the source language structure (L1) while allowing understanding texts written in the target languages (L2). In addition, the parallel study of multiple languages produces a cognitive and cultural enrichment. It facilitates knowledge within a multilingual and multicultural context, supporting diversity as an alternative to single language communication.

The course approach and structure parallel those of similar courses currently offered within the European Union. As stated by CEFR (Common European Framework of Reference for Languages), plurilingualism does not necessarily imply the total mastery of all five linguistic abilities (reading, listening, speaking, writing, interacting); intercomprehension therefore focuses on the development of partial, receptive skills—written and oral—aimed at specific targets. Intercomprehension presupposes good reading and listening skills in L1 (French, Italian, and Spanish), which will be used toward a general understanding of L2 texts on general subjects. Intercomprehension is most effective when the student has no knowledge or very limited knowledge of at least one target language.

The course is based on three intertwined elements: a) simultaneous learning of multiple languages; b) transfer of the understanding process from a Romance language to another; c) attention to the reading process. These elements will be implemented as follows:

a) Each class session will deal with the reading of texts in L2. The tools for understanding each text are designed to be used by speakers of different L1. Thus, the Italian speaker will acquire a receptive competence in Spanish and French; the Spanish speaker will acquire a receptive competence in Italian and French; the French speaker will acquire a receptive competence in Spanish and Italian.

b) Each class session will exploit the lexical and syntactic affinities of the three Romance languages deriving from their common Latin origin. The similarities will be highlighted for all three languages on a rotational basis, which will facilitate mutual understanding.

c) Learners will decode L2 texts through inference by using reading techniques similar to those that they already possess in their native language, supplemented with linguistic and extra-linguistic context. The course will bring learners to understand previously unknown words and sentences through correspondences between L1 and the other two target languages.

Objectives

At the end of the course participants will be able to read on their own newspaper articles in L2 using a dictionary to look up a few words that they have failed to understand. The course allows the student to reach partial knowledge of the L2 languages and at the same time increased knowledge of L1. The successful student will achieve a reading skill level ranging from B1 to B2 as established by CEFR (Threshold to Upper Intermediate: B1: *"I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters"*; B2:: *"I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose"*). Through the use of recordings to aid the comprehension of written texts, the student will also develop listening competencies in L2.

Course Structure

The course entails the reading of a hundred authentic texts excerpted from newspaper articles and online weeklies, arranged in progressive order of difficulty and length. Texts are accompanied by grammatical and lexical aids in all three languages to facilitate understanding, featuring the main differences in vocabulary, pronunciation, spelling, syntax, morphology (word order; personal pronouns, verbal construction, etc.). Twenty texts, in all three languages, will be covered in class; the remaining eighty will be covered through take-home assignments.

The comprehension of texts will develop as follows:

- a) listen to the L2 text to be "comprehended," first without the written text, then with it;
- b) decode the L2 text to L1 according to the "think-aloud" protocol, describing the mental process leading them to the interpretation of specific words and passages;
- c) read the texts through employing ghost words (wrong or non-existing words) to render those parts of the text that are immediately understood;
- d) analyze problem areas by resorting to all available aids provided by the textbook: lexicon, collocation, word order, grammar categories, correspondences (syntax, phonetics, morphology);
- e) compare the reading of the L2 text vis-à-vis the L2 version in the textbook.

Plan of Work

Week 1

- Course introduction
- 1A
(ES) Un bebé ha nacido en una ambulancia en la carretera de Viseu
(IT) Un bambino è nato in ambulanza sulla strada di Viseu
(FR) Un bébé est né dans une ambulance sur le chemin de Viseu

Homework

- (ES) Lucian Freud nos desnuda
- (IT) Svizzera: bimbo sotto il treno, solo un bernoccolo
- (FR) Enceint, enfin

Week 2

- 2A
(ES) Un avión de papel en el espacio
(IT) Aereo di carta nello spazio
(FR) Un avion de papier dans l'espace

Homework

- (ES) Acabar con el analfabetismo en Iberoamérica cuesta 2.800 millones
- (IT) Perché in vacanza diventiamo altre persone
- (FR) Fiat renoue avec la légende de la « 500 »

Week 3

- 3A
(ES) Un extraño dinosaurio descubierto en África
(IT) Uno strano dinosauro scoperto in Africa
(FR) Un type de dinosaure étrange découvert en Afrique

Homework

- (ES) Fiesta de la piragua en el Bajo Cinca
- (IT) Cane "bussa" in caserma: arruolato dai carabinieri
- (FR) Nez à nez

Week 4

- 4A
(ES) Un perro de la jet set va a hacerse un lifting ilegal
(IT) Cane del jet set farà un lifting illegal
(FR) Un chien de la jet set va faire un lifting illégal

Homework

- (ES) Detienen a un hombre por conducir sin carné cuando iba a un juicio por lo mismo
- (IT) Giappone, arriva il robot- contadino: raccoglie solo frutti maturi
- (FR) NTT DoCoMo met un GPS dans les mobiles pour localiser les enfants

Week 5

- 5A
(ES) Las diez leyes más estúpidas del Reino
(IT) Le dieci leggi più stupide del regno
(FR) Les dix lois les plus stupides du Royaume

Homework

- (ES) Bolsa de tela para el pan y ahorro en la compra si no usas las de plástico
- (IT) Il fitball
- (FR) Des oignons qui ne font pas verser de larmes
- Test 1

Week 6

- 6A
(ES) El placer de la matemática
(IT) Il piacere della matematica
(FR) Le plaisir des mathématiques

Homework

- (ES) Los fumadores tienen una memoria más débil
- (IT) Pappagallo anti-incendio: imita l'allarme e salva una famiglia dalle fiamme
- (FR) Le secret des yeux bleus
- 7A
(ES) La era de los robots sexuales
(IT) L'era dei robot sessuali
(FR) L'ère des robots sexuels

Homework

(ES) Cuántos más hijos, menos piezas dentales

(IT) Le città che rischiano di scomparire

(FR) 600 volontaires ont posé nus au pied du glacier d'Aletsch

Week 7

- 8B
(ES) Fórmula de la felicidad: salud, amor y dinero
(IT) Formula della felicità: salute, amore e denaro
(FR) La formule du bonheur: santé, amour et argent

Homework

(ES) El fenómeno esclavista sigue vivo

(IT) Sposi una e prendi due: Luna di miele galeotta finisce con l'annullamento

(FR) Naufragés des Andes

- 9B
(ES) La influencia de la familia es decisiva en la elección de la profesión
(IT) L'influenza della famiglia è decisiva per la scelta professionale
(FR) L'influence de la famille est décisive sur le choix professionnel

Homework

(ES) Ajo, perejil y una pizca de marihuana

(IT) Bambini e animali

(FR) Qui passe la serpillière en Europe?

Week 8

- 10B
(ES) Tesoro vikingo descubierto en el aeropuerto
(IT) Tesoro vichingo scoperto in aeroporto
(FR) Un trésor viking découvert dans un aéroport

Homework

(ES) Prisión para 19 de los 20 detenidos que se hacían pasar por policías para robar

(IT) Una tazzina di caffè al giorno aiuta perché protegge il cervello

(FR) Biocarburants: les déjections ont du bon

- Test 2

Week 9

- 11B
(ES) San Martin: nuevas reglas para los vendedores
(IT) S. Martino: nuove regole per i venditori
(FR) Saint Martin: nouvelles règles pour les vendeurs

Homework

- (ES) Un traje de los cosmonautas rusos encuentra nuevo uso en rehabilitación de discapacitados
(IT) "Sono allergico alle noccioline della economica": tutte le scuse per volare gratis in prima classe
(FR) Naissance d'un livre culte

- 12B
(ES) Obesidad infantil
(IT) Obesità infantile
(FR) Obésité infantile

Homework

- (ES) Europa pide sanciones para los anuncios que discriminen
(IT) Francia, l'incitazione all'anoressia potrebbe diventare un reato
(FR) En congé maladie ... d'amour

Week 10

- 13B
(ES) El cura que 'evangeliza' en el fútbol
(IT) Prete che 'evangelizza' il mondo del calcio
(FR) Le prêtre qui 'évangélise' le monde du football

Homework

- (ES) La Tierra no pertenece a la Vía Láctea
(IT) Dire parolacce aiuta a lavorare meglio
(FR) La tour de Pise sauvée

- 14B
(ES) Amputados recuperan sensaciones en las manos
(IT) Amputati recuperano sensazioni nelle mani
(FR) Des amputés regagnent des sensations dans les mains

Homework

(ES) Karakia, un plato para dioses, da nombre a un programa culinario
(IT) Crescono le sbornie del fine settimana: sono quelle che distruggono il fegato dei giovani
(FR) Fréjus: vol de deux singes au parc zoologique

Week 11

- 15C
(ES) Los consumidores preocupados por el medio ambiente
(IT) Consumatori preoccupati per l'ambiente
(F) Les consommateurs préoccupés par l'environnement

Homework

(ES) Decenas de muertos en el sureste de Europa por la ola de calor
(IT) Catrame o banane: quel che resta di naufragi e tempeste
(FR) Supporter de foot? Dur pour le cœur!

- Test 3

Week 12

- 16C
(ES) Leer para crecer bien
(IT) Leggere per crescere bene
(FR) Lire pour bien grandir

Homework

(ES) El catalán es la 88a lengua del mundo
(IT) I fantasmi hanno successo su You Tube
(FR) Paralympiques 2008

- 17C
(ES) Los hombres se sienten satisfechos en su trabajo solo si cobran más que sus colegas
(IT) Uomini soddisfatti del lavoro sole se pagati più del collega
(FR) Les homes sont satisfaits de leur travail seulement s'ils sont payés plus que les collègues

Homework

(ES) El tigre agoniza en India
(IT) Può l'ordine in cui usciamo dal ventre materno influenzare l'intelligenza, il carattere e addirittura il successo professionale?
(FR) Le calmar géant, seigneur des abysses

Week 13

- 18C
(ES) Sorprendente descubrimiento en el litoral del Lacio
(IT) Sorprendente ritrovamento sul litorale laziale
(FR) Surprenante découverte sur le littoral du Latium

Homework

- (ES) El mejor pizzero del mundo
- (IT) Dolce al cioccolato provoca peccato di gola a San Paolo
- (FR) Disputes au foyer, santé assurée

Week 14

- 19C
(ES) Sale de la carretera en un Audi 80, entra en casa de un hombre y muere
(IT) Va fuori strada con una Audi 80, entra nella casa di un uomo e muore
(FR) Il fait une sortie de route avec une Audi 80, entre dans la maison d'une homme et meurt

Homework

- (ES) Fallece Liz Claiborne, la diseñadora de la mujer trabajadora
- (IT) Mangia nei ristoranti cinesi e non paga da anni: "Li odio"
- (FR) Sale temps pour les maîtresses et les amants des multimillionnaires

- 20C
(ES) Si un siego fuera ahora a un museo, vería lo que vemos nosotros
(IT) Se un cieco viene ora al museo vede quello che vediamo noi
(FR) Désormais, si un non voyant va au musée il voit ce que nous voyons

Homework

- (ES) El hombre que inventó el cajero
- (IT) Spagna: il ragazzo che sfida le banche
- (FR) L'identité de la Joconde enfin établie

Week 15

- Review

Week 16

- **Final Exam**

Textbook

Elisabetta Bonvino- Sandrine Caddeo- Eulalia Vilagines Serra- Salvador Pippa. *EUROM5 - Français, Espagnol, Italien, Catalan, Portugais* (Milan: Hoepli, 2011)

Websites

Spanish <http://sd-29911.dedibox.fr/pg/it/lezioni-it?l=es>

Italian <http://sd-29911.dedibox.fr/pg/it/lezioni-it?l=it>

French <http://sd-29911.dedibox.fr/pg/it/lezioni-it?l=fr>

Grade Distribution

The final grade will be calculated as follows:

Tests.....	20%	Final Exam.....	30%
Assignments	40%	Attendance/Class Participation.....	10%

Grade Scale

A = 100-93	A- = 92-90	B+ = 89-88	B = 87-84
B- = 83-80	C+ = 79-78	C = 77-74	C- = 73-70
D+ = 69-68	D = 67-64	D- = 63-60	F = 59-0

Class Guidelines and Policies

Assignments and Testing

Students are required to do ALL relevant exercises from the EuRom5 textbook and website as indicated in the syllabus, and check their L2 translations against those available in the textbook and website. During the course there will be ten pop quizzes aimed at ascertaining the reading comprehension of the L2 texts assigned as homework. In addition, there will be three tests aimed at ascertaining reading and listening comprehension of L2 texts, as well as specific lexical and grammatical points in the three Romance languages involved. The final exam is inclusive of everything covered during the semester. A missed test or final exam counts zero points. NO MAKEUPS ALLOWED. All testing will start at the beginning of the class period.

Attendance/Class Participation

Attendance is an essential part of a language class and integral to the development of comprehension and intercomprehension skills. Attendance is therefore mandatory. Students are expected to come to class in time, stay through the duration, and participate in all class activities. Students are allowed TWO absences and should use them judiciously, since each additional absence, JUSTIFIED OR UNJUSTIFIED, will result in the loss of 1% from their 10% class participation. In the unlikely event that a class cancellation is required, students will be notified through a posting bearing the department official letterhead. Before assuming that a class is canceled students should verify its cancellation with the WLC Department (895-3431). Failure to do so may result in an unjustified absence.

Class Policies

During class students are expected to:

- ▶ behave in a manner consonant with an academic environment and respectful of other students;
- ▶ avoid using cell phones or any other electronic devices that are not pertinent to class instruction.

Students who engage in a disruptive behavior in class sessions may be asked to leave the classroom.

UNLV Policies and Statements

Academic misconduct – “Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Academic misconduct policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.” An example of academic misconduct is plagiarism: “Using the words or ideas of another, from the internet or any source, without proper citation of the sources.” See the “Student Academic Misconduct Policy” (approved December 9, 2005, located at <http://studentlife.unlv.edu/judicial/misconductPolicy.html>)

Consensual Relationships – UNLV prohibits romantic or sexual relationships between members of the university community when one of the individuals involved has direct professional influence or direct authority over the other. For further information, see: <http://hr.unlv.edu/Policy/consensual.html>

Copyright Policy – The University requires all members of the University Community to familiarize themselves and to follow copyright and fair use requirements. YOU ARE INDIVIDUALLY AND SOLELY RESPONSIBLE FOR VIOLATIONS OF COPYRIGHT AND FAIR USE LAWS. THE UNIVERSITY WILL NEITHER PROTECT NOR DEFEND YOU NOR ASSUME ANY RESPONSIBILITY FOR EMPLOYEE OR STUDENT VIOLATIONS OF COPYRIGHT AND FAIR USE LAWS. Violations of copyright laws could subject action under University policies. To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page at: <http://www.unlv.edu/committees/copyright>

Disability Resource Center (DRC) – The Disability resource Center (DRC) coordinates all academic accommodations for students with documented disabilities. The DRC is the official office to review and house disability documentation for students, and to provide them with an official Academic Accommodation Plan to present to the faculty if an accommodation is warranted. The DRC strongly encourages faculty to provide accommodations only if and when they are in receipt of said plan. Faculty should not provide students accommodations without being in receipt of this plan. UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, offering reasonable accommodations to qualified students with documented disabilities. If you have a documented disability that may require accommodations, you will need to contact the DRC for the coordination of services. The DRC is located in the Student Services Complex (SSC), Room A-143, and the contact numbers are: VOICE (702) 895-0866, TTY (702) 895-0652, FAX (702) 895-0651. For additional information, please visit: <http://studentlife.unlv.edu/disability/>

Religious Holidays Policy – Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the last day of late registration of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. This policy shall not apply in the event that administering the test or the examination at an alternate time would impose an undue hardship on the instructor or the university which could not be avoided. <http://catalog.unlv.acalog.com/content.php?catoid=1&navoid=44&bc=1>

Tutoring – The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex, #22 on the current UNLV map. Students may learn more about tutoring services by calling (702) 895-3177 or visiting the tutoring web site at: <http://academicsuccess.unlv.edu/tutoring/>

Writing Center – One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>