

Spanish 3060-001

Advanced Spanish Conversation and Composition

Fall 2011 / MWF 1:30-2:20 / Old Main 301



Professor: David F. Richter

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Office hours: Mondays and Wednesdays 10:30-11:30; and by appt.

Course Description and Learning Outcomes: This course provides the student the opportunity to refine their speaking, listening, and writing skills in Spanish. By the end of this course, students should be able to read and evaluate a wide variety of different types of texts, discuss those texts intelligently and thoroughly with others, and compose polished, organized, and clearly written compositions (such as description, narration, critical review, opinion, short story, and literary analysis), all in Spanish. As a result of this course, students will be able to:

- 1) **Become more informed (and more conscientious) readers** of texts and the world around them. Students will approach a variety of contemporary events, historical, autobiographical, cultural, artistic, and literary texts related to the Hispanic world. They will be enabled to “read between the lines” and interpret the nuances of language and rhetoric.
- 2) **Foster higher-level critical thinking skills** through class and group conversations, debates, and presentations regarding the readings and other cultural topics. Students will be able to better understand and discuss viewpoints contrary to their own regarding current events and contemporary cultural tensions. They will analyze the underlying assumptions of their own viewpoints as well as those perspectives different from their own.
- 3) **Understand the unique characteristics of different modes of writing** that are integral to success in academic, analytical, creative, and work-day-world settings. Students will be able to express themselves clearly and persuasively in each of these writing contexts by learning about, utilizing, and becoming effective users of pre-writing practices, paper organization, thesis development, research, and revision techniques. Additionally, they will examine and employ the appropriate “voices” necessary for each of these contexts.
- 4) **Improve their Spanish language skills** through a focus on reading, listening, speaking, and writing in the target language, in conjunction with the skills outlined in points 1-3 above.

Course Materials:

- Claudia M. Mejía and Conchita L. Davis. *Miradas: Contextos para conversar y escribir* (Pearson)
- Photocopies handed out in class
- A good Spanish/English dictionary that you can bring to class
- Strongly recommended: a good Spanish grammar book (such as J. Butt and C. Benjamin’s *A New Reference Grammar of Modern Spanish*)
- Strongly recommended: the *MLA Handbook* (Seventh Ed.)

Class Structure, Active Participation, and Attendance: Because much of the course is centered on the improvement of conversation skills, students are required to actively participate in daily class discussions throughout the semester. To receive an excellent participation grade, students need to attend regularly, do all of the reading and homework prior to coming to class, and participate actively in the class conversations and group work. Participation will be assessed formally three times throughout the semester, and informally on a daily basis. To foment active class participation, class time will regularly be spent doing small group work and having class discussions. Student preparation is an integral part of the success of these activities. Unannounced quizzes will be given to reward students for their preparation. Only 3 absences (excused or un-excused) are permitted during the semester, after which the student's final grade will lower 1% per absence. Students will not be able to make up missed quizzes.

Homework: Throughout the semester, students will be given reading and writing assignments, as listed in the "Schedule of Coursework," which must be completed prior to coming to class. Late assignments will be accepted, but will include a grade penalty of -5% for each day it is turned in late, unless arrangements have been made with the instructor in advance. Assessment of the daily readings will be done through unannounced quizzes, writing assignments, and class discussion.

Compositions: Each student will write six short papers throughout the course of the semester, each of which will be focused on a different mode of writing. Each paper will be double-spaced, in 12-point Times New Roman font, written and proofread entirely independently, and exclusively in Spanish. More information regarding each paper will be given throughout the semester. In addition to the six papers, each student will participate in several in-class writing activities.

Class Presentations: Part of improving language skills entails being able to orally present material to a group. To this end, there will be a series of formal and informal student presentations throughout the semester. These will be centered on topics related to the readings, as well as other cultural and current events in the Spanish-speaking world. Additional details and criteria regarding the presentations will be discussed throughout the semester.

Evaluation:

Attendance and active participation	30%
Unannounced quizzes	10%
Class presentations (formal and informal)	20%
Compositions (6)	40%

Final Grade:

A	94-100	C+	77-79
A-	90-93	C	74-76
B+	87-89	C-	70-73
B	84-86	D	60-69
B-	80-83	F	below 60

Statement on Academic Integrity: In conjunction with the USU Honor Pledge, students agree that they will not participate in cheating, falsification, and plagiarism. Plagiarism includes "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic

materials” (*Code of Policies and Procedures for Students*, Article V, Section V-3.A). The penalties for plagiarism are severe. They include a verbal warning, written reprimand, re-writing the assignment or retaking an exam, grade adjustment, and/or failing the course. Additionally, the University may impose probation, suspension, or expulsion (see Article VI, Section VI-1.A).

Students with Disabilities Statement: I am eager to accommodate students with disabilities so that your participation in the course is comparable to that of your peers. The USU Disability Resource Center website advises that “Students with ADA- documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice” (<http://www.usu.edu/drc/faculty/syllabusstatement/>).

Schedule of Coursework

this schedule may be modified at the discretion of the professor

August 29	Course introduction. Modes of writing. Tone, voice, organization, clarity, care
August 31	Chapter 1. Writing workshop, 44-47 (Description)
September 2	Art & introduction. Frida Kahlo and Augusto Monterroso 1-5
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September 5	Labor Day (no class)
September 7	Fable / Poetry. Gloria Fuertes 6-12
September 9	Group / Class presentations (Hispanic topic)
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September 12	Essay. Manuel Castells 13-20
September 14	Short story. Elena Poniatowska 21-34
September 16	Turn in Composition 1
	Chapter 2. Writing workshop 90-94 (Narration)
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September 19	Art & introduction. Felipe Guamán Poma de Ayala and Miquel Rodrigo Alsina 49-54
September 21	Poetry. Tino Villanueva 54-63
September 23	Group / Class presentations (Historical event)
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September 26	Essay. José Martí 64-71
September 28	Novel (selection). Rosario Aguilar 72-80
September 30	Turn in Composition 2
	Chapter 3. Writing workshop 141-46 (Critical review)
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October 3	Art & introduction. Brigada Ramona Parra and Eduardo Galeano 95-99
October 5	Poetry. Fernando Birri 100-05
October 7	Group / Class presentations (Movie or book)
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October 10	Autobiography. Gioconda Belli 105-17
October 12	Essay. Subcomandante Marcos 117-29
October 14	Turn in Composition 3 Chapter 4. Writing workshop 186-90 (Opinion)

October 17	Art & introduction. Yolanda López and Marcelo Colussi 147-51
October 19	Poetry. Marjorie Agosin 151-57
October 20	Student consultations (no class)
October 21	Fall break (no class)

October 24	Group / Class presentations (Current event)
October 26	Short story. Nieves García Benito 157-67
October 28	Short story. Álvaro Mutis 168-79

October 31	Turn in Composition 4 Chapter 5. Writing workshop 238-42 (Short story)
November 2	Art & introduction. Carmen Lomas Garza and Joaquín Salvador Lavado 191-95
November 4	Gabriel García Márquez 195-208

November 7	Short story. Víctor Montoya 208-16
November 9	Theater. Griselda Gambaro 216-29
November 11	Chapter 6. Writing workshop (Literary analysis) Academic writing. Our discipline. Why read and write about literature? Literary terms, the close reading, what to look for

November 14	Style, organization, and thesis formation Turn in Composition 5
November 16	Poems. TBD
November 18	Short story. TBD

November 21	Poems. TBD
November 23	Thanksgiving break (no class)
November 25	Thanksgiving break (no class)

November 28	Short story. TBD
November 30	Poems. TBD
December 2	Group / Class presentations (Mini-analysis)

December 5	Research and using the library
December 7	Using MLA style
December 9	Course conclusions Turn in Composition 6

December 12-16	Exam week (no final exam)