THE COURSE:
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, film review/analysis, and short story), all in Spanish. As a result of this course, students will be able to:

- 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.

- 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.

- 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.
• 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.

REQUIRED MATERIAL:
• Claudia M. Mejía and Conchita L. Davis. *Miradas: Contextos para conversar y escribir* (Pearson)
• Composition Notebook
• A good Spanish/English dictionary that you can bring to class (recommended)

ATTENDANCE:
This course is not designed as a lecture course, but rather as one in which students must participate. Attendance is mandatory. No more than three absences will be allowed. After that point, (1%) for each additional absence will be deducted from your final grade. Three tardies equal one absence.

PARTICIPATION:
I expect you to be in class and on time every day, to be prepared for the day’s lesson, to pay attention, and to be respectful in class. I also expect you to participate both voluntarily and when called on. You must only speak Spanish in the classroom. Your participation with these standards will improve your final grade. Please note: Cell phones, iPads, notebooks, laptops, etc. MUST BE INSIDE your backpack or purse.

COMPOSITION NOTEBOOK / JOURNAL:
Each student will write in his or her composition notebook/journal for 15 minutes at the beginning of every class –the topic for the day will always be written on the board.

HOMEWORK:
I will explain the homework at the end of every class and will also write it on the board or post it on Canvas. No late work will be accepted, unless arrangements have been made with me in advance. If you are not able to be in class when an assignment or any other homework is due, you should send me your work via Email with an attachment before class starts. You should bring me a hard copy the following class meeting. Assessment of the daily readings will be done through unannounced quizzes, writing assignments, and class discussion.

QUIZZES:
Unannounced quizzes will be given during class to test your preparation of assigned materials. You may only take the quizzes when the quizzes are given, so please do not ask to make up quizzes.

COMPOSITIONS:
Each student will write four 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 four 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:
- Composition #1 (“La descripción”) = 10%
- Composition #2 (“La narración”) = 10%
- Composition #3 (“La reseña crítica”) = 10%
- Composition #4 (“El cuento”) = 10%
- Group presentation = 10%
- Individual presentation = 10%
- Homework = 15%
- Journal entries = 15%
- Active participation = 5%
- Quizzes = 5%

FINAL GRADE:
A = 94% – 100%
A– = 90% – 93%
B+ = 87% – 89%
B = 84% – 86%
B– = 80% – 83%
C+ = 77% – 79%
C = 74% – 76%
C– = 70% – 73%
D = 60% – 69%
F = below 60%

CAUTIONARY NOTE:
Please be aware that we will be reading and discussing literary text and watching films with sensitive and/or controversial topics that may make you feel uncomfortable but are necessary as part of the learning process of different cultural backgrounds.

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/).

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**Schedule of Coursework**
(This schedule may be modified at the discretion of the professor.)

<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
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| **Week 1** | Introduction to class  
(No class on Friday, January 10) |
| **Week 2** | Rules of accentuation in Spanish  
Topics and exercises of conversation  
Group activities  
Journal |
| **Week 3** | Writing workshop #1  
Topics and exercises of conversation  
Group activities  
Journal |
| **Week 4** | Composition #1  
Topics and exercises of conversation  
Group activities  
Journal |
| **Week 5** | Topics and exercises of conversation  
Group activities  
Journal |
| **Week 6** | Writing workshop #2  
Topics and exercises of conversation  
Group activities  
Journal |
| **Week 7** | Presidents’ Day (No class on Monday, February 17)  
Composition #2  
Topics and exercises of conversation  
Group activities |
Week 8 --- Group presentations
Journal

Week 9 --- Group presentations
Journal
Topics and exercises of conversation

***** SPRING BREAK! NO CLASS! – MARCH 10-14 *****

Week 10 --- Topics and exercises of conversation
Group activities
Journal

Week 11 --- Writing workshop #3
Topics and exercises of conversation
Group activities
Journal

Week 12 --- Composition #3
Individual presentations
Journal

Week 13 --- Individual presentations
Journal

Week 14 --- Individual presentations
Writing Workshop #4

Week 15 --- Composition #4
Journal
Course conclusions

Finals Week: NO final exam! 😊