SPAN 3060-001
Advanced Spanish Conversation and Composition
Spring 2015 / Monday & Friday 11:30 a.m. - 12:45 p.m. / Old Main 207

Dr. Ruby Ramírez
ruby.ramirez@usu.edu
Office: Old Main 002A
Office Hours: Monday & Friday 1:00 p.m. - 2:00 p.m. and by appointment

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, short story, and critical analysis), 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.
REQUIRED MATERIAL:
- Claudia M. Mejía and Conchita L. Davis. *Miradas: Contextos para conversar y escribir* (Pearson)
- 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 two absences will be allowed. After that point, 1% for each additional absence will be deducted from your final grade. Two tardies equal one absence. Please let me know before class if you have an emergency and need to leave early.

ACTIVE PARTICIPATION:
This course will focus on the student, not the teacher. Therefore, I expect you to be in class and on time every day, to be prepared for the day’s lesson, to pay attention, to share your ideas and ask questions related to the texts discussed, and to work in groups in a respectful and interactive manner. 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, pocket or purse. They should not be on your desk or visible in any way.

JOURNAL:
I will distribute and collect the journals everyday. Each student will write in his or her journal for 15 minutes (1 page / approximately 200 words) at the beginning of every class—the topic for the day will always be written on the board. You will miss the opportunity to complete this assignment if you are late or absent because journal entries cannot be made up, no exceptions.

HOMEWORK:
I will explain the homework at the end of every class and I 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 must send me your work via Email before class begins and you must bring me a hard copy the following class meeting. All homework assignments must be typed.

COMPOSITIONS:
Each student will write five 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 five 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 = 11%
Composition #2 = 11%
Composition #3 = 11%
Composition #4 = 11%
Composition #5 = 11%
Formal Group Presentation = 10%
Journal entries = 15%
Homework = 15%
Participation = 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/).
Schedule of Coursework
(This schedule may be modified at the discretion of the professor)

**Week 2**
1/12: Introduction to class
1/16: Grammar review

**Week 3**
1/19: Martin Luther King Jr. Day
1/23: “Las dos Fridas” / Writing workshop #1

**Week 4**
1/26: “La Rana que quería ser una Rana auténtica”
1/30: Composition #1 (revision)

**Week 5**
2/2: No class meeting
2/6: “El poder de la identidad” / Composition #1 (final)

**Week 6**
2/9: Explanation of presentations / Writing workshop #2
2/13: “La casita de sololoi”

**Week 7**
2/16: Presidents’ Day
2/20: Composition #2 (revision)

**Week 8**
2/23: Presentations / Composition #2 (final)
2/27: Presentations

**Week 9**
3/2: Presentations / Writing Workshop #3
3/6: “Nuestra América”

***Spring Break (3/9 - 3/13)***

**Week 10**
3/16: Composition #3 (revision)
3/20: “La niña blanca y los pájaros sin pies “Doña Luisa” / Composition #3 (final)

**Week 11**
3/23: Film: *Mar adentro* / Writing Workshop #4
3/27: Film: *Mar adentro*

**Week 12**
3/30: Composition #4 (revision)
4/3: “De las implicaciones del poder y de cómo el amor me hizo perder la cabeza” / Composition #4 (final)

**Week 13**
4/6: “Naranjas rojas y amargas” / Writing Workshop #5
4/10: Repaso y corrección de propuestas para Composición #5

**Week 14**
4/13: Film: *Todo sobre mi madre*
4/17: Film: *Todo sobre mi madre*

**Week 15**
4/20: Composition #5 (revision)
4/24: Composition #5 (final)

Finals Week: NO final exam! 😊