

# University of Wisconsin-Stevens Point

## Department of World Languages and Literatures

### Spanish 313: Intermediate Conversation Fall 2017

- Instructor: Dr. Michael K. Olsen
- E-mail: [molsen@uwsp.edu](mailto:molsen@uwsp.edu)
- Horas de oficina: martes y jueves, 2:00-3:00 and by appointment, CCC 411
- Horas de clase: martes y jueves, 1:00-12:15, CCC 305

#### **Required texts**

- Bretz, Dvorak, Kirschner, Bransdorfer (2010). *Pasajes: Lengua*. 7<sup>th</sup> ed. Boston: McGraw Hill.
- Bretz, Dvorak, Kirschner, Bransdorfer (2010). *Pasajes: Cultura*. 7<sup>th</sup> ed. Boston: McGraw Hill.
- Bretz, Dvorak, Kirschner, Bransdorfer (2010). *Pasajes: Literatura*. 7<sup>th</sup> ed. Boston: McGraw Hill.
- Bretz, Dvorak, Kirschner, Bransdorfer (2010). *Pasajes: Cuaderno de práctica*. 7<sup>th</sup> ed. Boston: McGraw Hill.

**Prerequisites:** SPAN 212 – Second Year Spanish

#### **Course description**

The main goals of this course are to further develop language proficiency and overall communicative and cultural competence of students. The main course activities will include discussion, presentations, grammar practice, writing, editing, revision, and peer editing. During the semester we will work on improving fluency, pronunciation, comprehension skills, strategic competence such as paraphrasing skills, and expanding lexicons as well as improving grammatical competence and awareness of Hispanic cultures. Students will also be introduced to the various aspects of the writing process in Spanish. The course takes a process-oriented approach to writing. That is, we will work on the basis of a draft/feedback/revision plan. The feedback process will be enhanced through the use of peer editing. Students will often work in groups and pairs so it is imperative that they be willing to interact with one another and be tolerant of one another's opinions.

#### **Learning Outcomes (reflecting intermediate-mid proficiency, ACTFL, 2012)**

Students will be able to:

-Discuss a variety of topics related to oneself, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel, and lodging; comparing their own culture to the cultures of Spanish speakers around the world.

-Present information on topics relevant to the cultures of Spanish speakers they have become familiar with using a variety of communication strategies.

-Write in an organized way to express thoughts through narration and description using major time frames and with good control of aspect.

### **Global Awareness Learning Outcomes**

Students will be able to:

-Identify and explain various components of a culture that is distinct from those found within the United States.

-Analyze how cultural similarities and differences are negotiated in ways that help shape the modern world.

### **Evaluation**

Participation and attendance	10%
Homework and readings	20%
Presentations (2)	15%
Compositions (2)	15%
Exam 1	10%
Exam 2	10%
Final Exam	20%

### **Participation and attendance 10%**

1. Students will be graded based on their active participation in class activities (whole class, group work, pair work) and use of Spanish. We are here to learn; so contribute with your thoughts and concerns! Respectful behavior is expected (**no use of cell phones** in the class).

2. Attendance is obligatory. When absent, participation is not possible and therefore results in a loss of participation points. Absences that are justified by a doctor's note are excused. In case of an emergency (i.e., due to grave illness, hospitalization, funeral of a family member, etc.), you must let me know as soon as possible. Send me an email, or leave me a note in my mailbox. Written documentation/evidence of extenuating circumstances must be given to me within one week of the absence.

3. Arrive on time. When students arrive late, they disrupt the class and may miss important announcements.

### **Homework and readings 20%**

Students are expected to come to class prepared by having read the Lectura for that day. Although we will not be focusing on everything from the textbook in class, students are still expected to understand the information in the textbook. Each class period will

include time for students to ask questions about the grammar included in the Lectura and Cuaderno de práctica assignments. The majority of class time, however, will largely be spent on discussion and group work.

Cuaderno de práctica assignments include the 'Expresión Oral y Comprensión' and 'Práctica Escrita y Composición' sections that correspond to the chapters in the *Lengua* book covered the days indicated on the course calendar. Students should complete the pages in the Cuaderno de práctica that correspond to the reading for each class period *before* class. Also, the answer to the Cuaderno de práctica assignments are in the back of the book. I expect you to complete the assignments without looking at the answers first, then, check your answers and make corrections with a different color ink. If I do not see corrections, you will not receive full credit.

Students can access the audio for the 'Expresión Oral y Comprensión' sections at [http://highered.mheducation.com/sites/0073385239/student\\_view0/index.html](http://highered.mheducation.com/sites/0073385239/student_view0/index.html). From the dropdown menu in the upper left corner, choose the assigned chapter. At the bottom of the chapter menu under 'More Resources', click on the link titled 'Audio Program'. Listen to the audio provided to complete the exercises in the Cuaderno de práctica.

As part of your homework grade, each student will sign up to give the Bienvenida at the beginning of class once during the semester. The Bienvenida will take 3-4 minutes and must include the following: 1) a brief welcome to the classmates, 2) the date and weather, 3) a current event in the city, state or world, 4) some answers to get-to-know-you questions posed by your classmates. NO WRITTEN NOTES.

Homework corresponding to the literature and culture readings will be assigned during class hours. Details for these assignments will also be provided at the time they are assigned.

**All assignments will be due on the class period they appear on the calendar at 11:00 am (beginning of class) unless otherwise stated. Late assignments will receive a 10% reduction each day they are late.**

### **Presentations 15%**

Students will complete two presentations during the course of the semester. One will be a Midterm group presentation and the other will be a debate at the end of the semester.

Group presentations will consist of 3-4 students working together outside of class to decide on a topic (e.g., politics, art, civil rights, education, history etc.) and prepare the presentation. I will need to approve the topic before you begin your preparations. The presentations will take place in class and will be 12-15 minutes in length. Students may not have notes; your group presentations should be well-rehearsed. Although this is a group assignment, students will be graded individually; however, a peer evaluation will also play into the grade for this assignment. A grading rubric for the presentation will be posted on D2L. If any member of a group is absent on the day of the presentation, other members of the group must be able to improvise. If you miss your group presentation, you **MUST** provide a documented, verifiable excuse to be allowed to do an additional

individual oral presentation to make up for your group presentation. Otherwise, your grade will be a 0 for the group presentation.

Debates will consist of a debate between two students on the topic of their choice. The debates will be performed in class and will be 10 minutes in length (5 min. each student). The debates are much more than personal opinions. A thorough analysis and synthesis of the information found in your research as well as an opening statement and an insightful conclusion is expected. Debates should be planned so that a well thought out summary that highlights the major points of the presentation can be given as a conclusion. A grading rubric for the debates will be posted on D2L. Student peers in the class will also be evaluating the debates and will decide the winner of each debate. More information on this presentation will be posted on D2L and discussed as the end of the semester approaches.

### **Compositions 15%**

Students will write two (2) compositions of 350-400 words each. The compositions must be typed in Times New Roman, double spaced, 12 pt. font; in addition, they must have typed accents (á, é, í, ó, ú, ü, ñ), and symbols (¡, ¿). If you do not know how to type these symbols, please consult the 'Tildes' document on D2L that corresponds to the operating system you are using. All versions of each composition must be submitted through a shared folder on OneDrive. I will also provide my feedback through OneDrive (more information on the use of OneDrive will be provided in class). **Any stage of the composition that is late will receive a 10% reduction each calendar day they are late.** The topic of each composition will be announced as the due date of the first draft approaches. You will work on each of these compositions in three phases. On phase I, you will write the first version of the composition (6%) and complete a peer review (10%). On phase II, you will revise the composition based on the peer review (60%). On phase III, you will correct the second version and create a third and final version based on my comments on what you submit to me (24%). Remember: all this is not about having a perfect composition. It is rather an exercise to develop a conscientiousness of your own mistakes, so you can gradually learn to correct yourself and, eventually, not make mistakes. Below is a detailed explanation of the process:

1. Phase I, the First Draft (6%) and Peer Review (10%): During Phase I you will write the first draft of your composition and you will review a peer's first draft. You will turn your composition in through OneDrive I will share it with a peer so that they can edit and comment. You must be specific and correct your peer's composition based on the Peer Review Criteria (on D2L). Based on this feedback, you will move onto Phase II.
2. Phase II, the First Revision (60%): In Phase two, you will proceed to revise the first draft based on the feedback you received from your peer. Once you make the revisions, I will provide feedback using abreviaturas de corrección (on D2L) so that you can make corrections for the final version of the composition. Now, you can move onto Phase III.
3. Phase III, the Final version (24%): The final version is not a writing exercise. You will be correcting the mistakes based on my feedback *and improving* your

composition. If you do not know how to correct a mistake, you should come to my office hours or go to the tutoring center to try to understand your mistakes and correct them accordingly. Remember: each composition is a complex work. The final grade of each composition will be calculated following the Matriz para las composiciones found on D2L.

### **Exams 20%**

There will be two (2) chapter exams that cover the material in chapters 1-2 and 3-4 respectively. Chapter 5 will be covered in the final exam. Make-up exams will be given with prior notification and written documentation of your absence. No exceptions. Do not make any travel plans without checking the calendar.

### **Final Exam 20%**

The final exam will be cumulative and will cover class discussions, comprehension of the readings, grammar, and vocabulary studied throughout the semester. There will not be a make-up exam for the final unless a student is scheduled for more than two final exams on the same day. Students are responsible to contact me well in advance in such cases. Do not make any travel plans without checking the final exam schedule. Pre-existing travel plans will not be considered a reasonable cause for missing a chapter exam or the final exam. If you have read the syllabus up to this point, please email me a picture of Animal the Muppet. No joke.

**Disability Services:** UWSP is committed to providing reasonable and appropriate accommodations to students with disabilities and temporary impairments. If you have a disability or acquire a condition during the semester where you need assistance, please contact the Disability and Assistive Technology Center on the 6th floor of Albertson Hall (library) as soon as possible. DATC can be reached at 715-346-3365 or DATC@uwsp.edu.

**Academic Misconduct:** This course is part of the UW-Stevens Point academic community, an academic community that is bound together by the traditions and practice of scholarship. Honest intellectual work – on examinations and on written assignments is essential to the success of this community of scholars. Using classmates' responses to answer exam questions or disguising words written by others as your own undermines the trust and respect on which our course depends. The work in this course is challenging and will demand a good deal of each of you. I have every confidence that each of you can succeed. Doing your own work will enhance your sense of accomplishment when the semester comes to a close.

Additionally, the classroom environment is a unique opportunity for students to share ideas, opinions, discuss classroom and course content. As each student is entitled to contribute in class, specific expectations are necessary to ensure a thriving classroom environment. Expectations include: arriving to class on time, being prepared for class, no electronic devices, unless authorized to do so, any loud shouting, excessive side conversations, arriving to class under the influence of any alcohol or drugs, profane language, and verbal or physical threats, intimidation of any kind, or any other behavior that may be disruptive to the professor or other students. If any of this behavior is

exhibited, you may be asked to leave the class for the day. Any continued disruptive behavior may result in a referral to the Dean of Students Office.

**Grading Scale:**

A : 93-100	B- : 80-82	D+: 67-69
A- : 90-92	C+ : 77-79	D : 63-66
B+ : 87-89	C : 73-76	D- : 60-62
B : 83-86	C- : 70-72	F : 0-59

**IMPORTANT:** This syllabus is accurate and complete to the best of my knowledge. However, I reserve the right to make midcourse changes to the readings, assignments, or exam dates as needed.

**CALENDAR**

This calendar is tentative. Students are responsible for checking D2L and their university e-mail accounts. Assignments, guidelines, and other deadlines will be posted and sent there.

**L:** Lengua; **C:** Cultura; **Lit.:** Literatura; **CP:** Cuaderno de Práctica

<b>Semana</b>	<b>Fecha</b>	<b>Tema</b>	<b>Lecturas y tareas</b>
1	5 de septiembre	Introducción al curso Capítulo 1: Lengua	
	7 de septiembre	Capítulo 1: Lengua	Read the syllabus <b>L:</b> págs. 17-28 <b>CP:</b> págs. 1-4 & 11-17
2	12 de septiembre	Capítulo 1: Lengua	<b>L:</b> págs. 28-39 <b>CP:</b> págs. 5-9 & 18-21 <b>Turn in CP págs. 1-21</b>
	14 de septiembre	Literatura: La conciencia	<b>Lit.:</b> págs. 6-13 & 15-19
3	19 de septiembre	Cultura: Los estereotipos culturales	<b>C:</b> págs. 4-10
	21 de septiembre	Capítulo 2: Lengua	<b>L:</b> págs. 40-51 <b>CP:</b> págs. 25-28 & 37-39 <b>Composición 1: Borrador 1</b>
4	26 de septiembre	Capítulo 2: Lengua	<b>L:</b> págs. 51-62 <b>CP:</b> págs. 28-29 & 39-41
	28 de septiembre	Capítulo 2: Lengua	<b>L:</b> págs. 63-75 <b>CP:</b> págs. 29-35 & 41-47 <b>Composición 1: Revisión por pares</b> <b>Turn in CP págs. 25-47</b>
5	3 de octubre	Literatura: La llorona	<b>Lit.:</b> págs. 26-32
	5 de octubre	Cultura: El pueblo hispanoamericano y <b>REPASO</b>	<b>C:</b> págs. 27-33 <b>Composición 1: Borrador 2</b>

6	10 de octubre	<b>Examen 1</b> (capítulos 1 y 2)	<b>Repasar</b>
	12 de octubre	Capítulo 3: Lengua	<b>L:</b> págs. 76-87 <b>CP:</b> págs. 51-53 & 61-62
7	17 de octubre	Capítulo 3: Lengua	<b>L:</b> págs. 87-99 <b>Composición 1:</b> Borrador final <b>CP:</b> págs. 53-56 & 62-66
	19 de octubre	Capítulo 3: Lengua	<b>L:</b> págs. 100-109 <b>CP:</b> págs. 57-60 & 66-69 <b>Turn in CP págs. 51-69</b>
8	24 de octubre	<b>Presentaciones grupales</b>	
	26 de octubre	Literatura: Como agua para chocolate	<b>Lit.:</b> págs. 38-42 & 45-48
9	31 de octubre	Cultura: La tomatina de Buñol	<b>C:</b> págs. 36-43 <b>Composición 2:</b> Borrador 1
	2 de noviembre	Capítulo 4: Lengua	<b>L:</b> págs. 110-120 <b>CP:</b> págs.73-76 & 83-85
10	7 de noviembre	Capítulo 4: Lengua	<b>L:</b> págs. 120-129 <b>CP:</b> págs. 76-77 & 85-88 <b>Composición 2:</b> Revisión por pares
	9 de noviembre	Capítulo 4: Lengua	<b>L:</b> págs. 130-137 <b>CP:</b> págs. 77-82 & 88-93 <b>Turn in CP págs. 73-93</b>
11	14 de noviembre	Literatura: La IWM mil	<b>Lit.:</b> págs.68-74 <b>Composición 2:</b> Borrador 2
	16 de noviembre	Cultura: La familia hispana y REPASO	<b>C:</b> págs.69-74
12	21 de noviembre	<b>Examen 2</b> (capítulos 3 y 4)	<b>Repasar</b>
	23 de noviembre	<b>NO CLASS</b>	<b>THANKSGIVING</b>
13	28 de noviembre	Capítulo 5: Lengua	<b>L:</b> págs. 138-148 <b>CP:</b> págs. 95-97 & 109-111 <b>Composición 2:</b> Borrador final
	30 de noviembre	Capítulo 5: Lengua	<b>L:</b> págs. 148-158 <b>CP:</b> págs. 97-98 & 111-112
14	5 de diciembre	Capítulo 5: Lengua	<b>L:</b> págs. 159-169 <b>CP:</b> págs. 98-107 & 112-119 <b>Turn in CP págs. 95-119</b>
	7 de diciembre	Cultura: La Hispanoamérica actual	<b>C:</b> págs. 80-87
15	12 de diciembre	<b>Debates</b>	
	14 de diciembre	<b>Debates</b>	
Finals	21 de diciembre (jueves)	<b>Examen final</b> (10:15am-12:15pm)	<b>Repasar</b>