

University of Wisconsin-Stevens Point

Department of World Languages and Literatures

Spanish 345: Advanced Conversation & Composition Spring 2017

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Horas de oficina: MA y JU, 2:00-3:00 and by appointment, CCC 411

Horas de clase: MA y JU, 9:35-10:50 (sec. 1) o 11:00-12:15 (sec. 2), CCC 310

Prerequisites

Spanish 340

Course description

The main goals of this course are to further develop language proficiency and communicative competence of students in the modes of writing and speaking. The main course activities will include discussions, presentations, debates, 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. Students will also be introduced to the various aspects of the writing process and will practice writing in a variety of subjects and styles. 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-high proficiency, ACTFL, 2012)

Students will be able to:

Discuss a variety of topics dealing with routine tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence with ease and confidence.

Present information on topics they have become familiar with through research 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 when writing about everyday events and situations.

Evaluation

Participation and attendance	10%
Homework and readings	15%
Compositions	25%
Presentations	10%
Service-Learning Project	5%
Quizzes	20%
Course Reflection	15%

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 behaviour 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 10%

Students are expected to come to class prepared by having completed the Preparación for that day. On days that are focused on the speaking aspect of this course, students are expected to come to class prepared by having researched the topic of discussion or debate. This may include searching through newspapers, blogs, videos, music, and podcasts from the Spanish-speaking world for information.

Tareas will consist of grammar practice and analysis exercises designed to help students practice and reflect upon the grammar that we will be covering in class. These assignments are meant to help students analyse and reflect on how grammar affects writing in order to improve the grammatical component of their own writing.

All assignments will be due on the class period they appear on the calendar at 9:35am (sec. 1) or 11:00am (sec. 2) unless otherwise stated. Late assignments will receive a 10% reduction each calendar day they are late. All homework will be turned in via OneDrive.

Compositions 20%

Students will write four (4) compositions of 1000-1500 words each. The compositions must be typed in Times New Roman, doubled 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 computer you are using. All drafts of each composition must be submitted through a

shared folder in 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 approaches. You will work on each of these compositions in three phases; on phase I, you will write the first draft of a composition (6%) and a peer review (10%); on phase II, you will write the second draft based on the peer review (60%); on phase III, you will correct the second draft and create a third and final draft based on my comments on the second draft (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 and 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 Second Draft (60%): In Phase II, you will proceed to rewrite the first draft based on the feedback you received from your peer. Once you finish this second draft, I will provide feedback using abreviaturas de corrección (on D2L) so that you can make corrections for the final draft of the composition. Now, you can move onto Phase III.
3. Phase III, the Third Draft (24%): The third draft 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-Learning 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.

Presentations 10%

Students will complete a variety of individual and group presentations during the course of the semester. These presentations will provide opportunities to improve speaking skills and will focus on different types of discourse (description, exposition, narration, and argumentation) depending on the topic of the presentations. Students will be graded based on presentation rubrics (on D2L).

Service-Learning Project 5%

Students will participate in a service-learning project in cooperation with a local jr. high or high school. This project will entail working with Spanish students at the school to help them with a project. This project will take place later in the semester at the cooperating school. More details will be provided at a later date.

Quizzes 20%

There will be five (5) quizzes throughout the course. Quiz will cover grammar points presented and discussed up to the time of each quiz. Make-up quizzes will be given with prior notification and written documentation of your absence (see participation and attendance section above for justified absences). No exceptions. Do not make any travel plans without checking the class schedule. Pre-existing travel plans will not be considered a reasonable cause for missing a quiz or presentation.

Course Reflection 15%

Students will write a reflection on the topics of discussion/debate and presentations, as well as on their writing and speaking skills. To aid the creation of this project, students should collect materials and notes taken throughout the semester in order to support the reflection process at the end of the semester. The course reflection will be turned in through a shared folder in OneDrive. Further instructions will be provided as the due date approaches. Also, if you have read the syllabus up to this point, please email me a picture of Animal the muppet. No joke.

Disability Services: Any student who has a disability and is in need of classroom and/or exam accommodations, please contact the Disability & Assistive Technology Center (715 346-3365). If you are already working with the Disability & Assistive Technology Center, arrange to meet with me during my office hours to discuss reasonable modifications that may be necessary. For more information, visit the Disability & Assistive Technology Center website at <http://www.uwsp.edu/disability/Pages/default.aspx>.

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.

P: Preparación **T:** Tarea

Semana	Fecha	Tema	Tareas
1	24 de enero	Introducción al curso	
	26 de enero	El Hablar	T: Leer el Plan de estudios
2	31 de enero	Taller de Escritura: La descripción	T: Leer el Taller de Escritura: la descripción (en D2L)
	2 de febrero	La cultura	P: Preparar una pequeña presentación sobre la cultura de un país hispanohablante con lo cual estás acostumbrado
3	7 de febrero	El sustantivo, el artículo y el adjetivo La globalización	Composición 1: Borrador 1 T: Leer "Peer Review Criteria" (en D2L) P: Investigar los efectos de la globalización
	9 de febrero	La situación verbal y el adverbio Los deportes	T: Lectura Guiada #1 Composición 1: Revisión por pares P: Prepararte para hablar sobre la importancia de deportes en la sociedad
4	14 de febrero	La salud	T: Lectura Guiada #2 Composición 1: Borrador 2 P: Investigar los problemas de salud y el sistema de seguros de salud en los Estados Unidos
	16 de febrero	Prueba 1	P: Prepararte para Prueba #1

5	21 de febrero	Taller de Escritura: La exposición	Composición 1: Borrador final T: Leer el Taller de Escritura: la exposición (en D2L)
	23 de febrero	El entretenimiento por medios visuales La participación de entidades en la situación verbal	P: Preparar una presentación de tu medio visual favorito
6	28 de febrero	La política y los políticos	P: Investigar sistemas políticas T: Lectura Guiada #3
	2 de marzo	Cultura popular y la tecnología <i>Ser, estar y haber</i>	Composición 2: Borrador 1 P: Investigar sobre la influencia de la tecnología en la cultura y nuestras vidas P: Trabajar en las presentaciones
7	7 de marzo	Presentaciones (en grupos) sobre un sistema política	T: Lectura Guiada #4 Composición 2: Revisión por pares P: Trabajar en las presentaciones
	9 de marzo	Prueba 2	Composición 2: Borrador 2 P: Prepararte para Prueba #2
8	14 de marzo	El cambio de clima	P: Investigar las cuestiones fundamentales sobre el cambio de clima y la evidencia de ello
	16 de marzo	La música El tiempo y el aspecto	Composición 2: Borrador final P: Buscar la crítica social en una canción
9	21 de marzo	NO HAY CLASE	SPRING BREAK
	23 de marzo	NO HAY CLASE	SPRING BREAK
10	28 de marzo	Taller de Escritura: La narración	T: Leer el Taller de Escritura: la narración (en D2L) T: Lectura Guiada #5
	30 de marzo	Las noticias (laboratorio) El pretérito y el imperfecto	
11	4 de abril	Las drogas	T: Lectura Guiada #6 Composición 3: Borrador 1 P: Investigar las cuestiones fundamentales sobre las drogas ilícitas y las el control de ellas
	6 de abril	Prueba 3	Composición 3: Revisión por pares P: Prepararte para Prueba #3
12	11 de abril	Service Learning Project	Composición 3: Borrador 2

	13 de abril	Los modos indicativo y subjuntivo La inmigración Hispana en los Estados Unidos	P: Investigar sobre las leyes inmigratorias y las ideas a favor y en contra.
13	18 de abril	Taller de Escritura: La argumentación	T: Lectura Guiada #7 Composición 3: Borrador final T: Leer el Taller de Escritura: la argumentación (en D2L)
	20 de abril	Control de armas/terrorismo Las preposiciones y el caso de <i>por</i> y <i>para</i>	P: Investigar las cuestiones fundamentales sobre el control de armas y el terrorismo
14	25 de abril	Service Learning Project	T: Lectura Guiada #8
	27 de abril	La inmigración Debates	Composición 4: Borrador 1 P: Prepararte para los debates
15	2 de mayo	Prueba 4	Composición 4: Revisión por pares P: Prepararte para Prueba #4
	4 de mayo	La voz pasiva y el pronombre se impersonal La educación	Composición 4: Borrador 2 P: Reflexionar sobre tu educación y el valor de la educación
16	9 de mayo	Las cláusulas relativas Las comidas	T: Lectura Guiada #9
	11 de mayo	Prueba 5	Composición 4: Borrador final T: Lectura Guiada #10 P: Prepararte para Prueba #5
Finales	La Comida	Sec. 1: martes, 16 de mayo, 10:15-12:15	P: Crear una receta para la clase y preparar un plato Reflexión del Curso, fecha de entrega: 15 de mayo antes de la media noche
		Sec. 2: miércoles, 17 de mayo, 8:00-10:00	