

UWSP, Fall 2020
Prof. Eduardo Gregori
Office Hours: Tuesdays (2-4 pm) and Fridays (12-2 pm)

SPANISH 315: DEVELOPING READING PROFICIENCY

COURSE DESCRIPTION

Spanish 315: Developing Reading Proficiency will train students to progress in reading in the target language (L2) from an intermediate Mid to Advanced Low levels of competency (See ACTFL Reading Proficiency Standards below) through gradual presentation and recognition of L2 grammar forms, sentence structure and vocabulary, while exploring different reading strategies and types of texts such as newspaper articles, academic papers, comics, short stories, autobiographies, non-fiction and poetry. In this course, we will methodically work on recognizing genres, explore how texts are tailored to different audiences, and question what implications the genre and audience have on vocabulary, time frames of narration, types of description, and levels of abstraction. As with other WLL courses, Spanish 315 is built to practice the four skills of language learning: Listening, Speaking, Reading, and Writing. Throughout the semester, you will read, watch videos, record audio comments, conduct interviews with your peers, participate in class debates, research and present (in group) about historical and cultural issues in both the United States and a Spanish-speaking country of your choice, and prepare (individually) a reading dossier on a Spanish book of your choice.

GENERAL EDUCATION PROGRAM GLOBAL AWARENESS DESIGNATION

This course offers an opportunity for students to learn and experience other cultures as they read, analyze, evaluate, and interpret different authentic reading materials from the target language and compare them to their own culture and language. Understanding a text involves decoding it linguistically and culturally, as students start to examine textual references to cultural products, practices, and perspectives—elements, which serve as the textual formation. Global interconnectedness is thus conceptualized and experienced in this course as students dive into the target culture(s) and language via reading, communication, and experimentation.

ACTFL READING PROFICIENCY STANDARDS

Advanced Level

In the Advanced level, readers can understand the main ideas and supporting details of authentic narrative and descriptive texts. Readers are able to compensate for limitations in their lexical and structural knowledge by using contextual clues. Comprehension is likewise supported by knowledge of the conventions of the language (e.g., noun/adjective agreement, verb placement, etc.). When familiar with the subject matter, Advanced-level readers are also able to derive some meaning from straightforward argumentative texts (e.g., recognizing the main argument). Advanced-level readers are able to understand texts that have a clear and predictable structure. For the most part, the prose is uncomplicated and the subject matter pertains to real-world topics of general interest. Advanced-level readers demonstrate an independence in their ability to read subject matter that is new to them. They have sufficient control of standard linguistic conventions to understand sequencing, time frames, and chronology. However, these readers are likely challenged by texts in which issues are treated abstractly.

Intermediate Level

At the intermediate level, readers can understand information conveyed in simple, predictable, loosely connected texts. Readers rely heavily on contextual clues. They can most easily understand information if the format of the text is familiar, such as in a weather report or a social announcement. Intermediate-level readers are able to understand texts that convey basic information such as that found in announcements, notices, and online bulletin boards and forums. These texts are non-complex and have a predictable pattern of presentation. The discourse is minimally connected and primarily organized in individual sentences and strings of sentences containing predominantly high-frequency vocabulary. Intermediate-level readers are most accurate when getting meaning from simple, straightforward texts. They are able to understand messages found in highly familiar, everyday contexts. At this level, readers may not fully understand texts that are detailed or those texts in which knowledge of language structures is essential in order to understand sequencing, time frame, and chronology.

LEARNING OUTCOMES

UWSP World Languages and Literatures Learning Outcomes

1. Oral Communication

Students will be able to create oral comprehensible output (i.e. their thoughts, ideas, and opinions) in the target language at the Intermediate-Low level minimum (students in the minor), and Intermediate-High level minimum (students in the major or in the teacher certification program) as described by the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines.

2. Written Communication

Students will be able to create written comprehensible output (i.e. their thoughts, ideas, and opinions) in the target language at the Intermediate-Low level minimum (students in the minor), and Intermediate-High level minimum (students in the major or in the teacher certification program) as described by the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines.

3. Interpretative Communication

Students will be able to understand, interpret and evaluate authentic materials in the target language in its written and spoken form on a variety of topics at the Intermediate-Low level minimum (students in the minor), and Intermediate-High level minimum (students in the major or in the teacher certification program) as described by the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines.

4. Intercultural Competency

Students will be able to compare and evaluate the relationship between the products, practices, and perspectives of the cultures of the target language and their own.

5. Communities

Students will be able to justify the usage of the target language beyond the school setting.

UWSP General Education Program Global Awareness Learning Outcomes

1. Identify the key components found within one or more cultures that are distinct from those found in predominantly English-speaking cultures.
2. Analyze key forces or processes that contribute to global interconnectedness, and their implications.
3. Demonstrate curiosity and empathetic insight about diverse cultural perspectives.

Spanish 315 Course Learning Outcomes

1. Continually build students' oral and written communication skills in the target language.
2. Apply diverse reading strategies.
3. Discuss the role of culture in reading comprehension.
4. Analyze how language and culture contribute to global interconnectedness.

REQUIRED READINGS

1. Paco Roca. *Arrugas* [graphic novel]. 104 pags. ISBN-13: 978-8496815391
2. Piedad Bonnett. *Lo que no tiene nombre* [essay]. 136 pags. ISBN-13: 978-6071127136
3. Selection of several newspaper and academic articles, book chapters and poetry that I will upload to CANVAS.
4. If you want to do the extra-credit option, you will do an individual presentation on one of these books or any other that you are interested in (please, discuss it previously with me).
 - a) Julio Llamazares. *La lluvia amarilla*
 - b) Pedro Lemebel. *Tengo miedo, torero.*
 - c) Reinaldo Arenas. *Antes de que anochezca.*
 - d) Desirée Bela-Lobedde. *Ser mujer negra en España.*

COURSE ASSIGNMENTS

- Attendance and participation (5 points)
- Discussion on personal/family memory (5 points)
- Reading quizzes (2 points each for a total of 20 points)
- Two Critical Papers on the required readings (6 pages each), 20 points each for a total of 40 points.
- Group Presentation: 30 points
- EXTRA CREDIT OPTIONAL INDIVIDUAL PRESENTATION. 5 extra credit points.

WEEKLY SCHEDULE SPANISH 315 SECTIONS 1&2 [Tuesdays and Thursdays]

Week 1:

Thursday, 3 September. Introduction to the Course.

Week 2:

Tuesday, 8 September. Cultural/ Historical Overview 1920-2020. Spanish-speaking World.

Thursday, 10 September. Cultural/ Historical Overview 1920-2020. USA.

Week 3:

Tuesday, 15 September. **Discussion: Los objetos de mi memoria**

Thursday, 17 September. Cristian Vázquez. “La memoria y el olvido y sus efectos narrativos.” **READING QUIZ 1**

Week 4:

Tuesday, 22 September. Teresa Ayala Pérez. “Memoria versus olvido: la paradoja de Internet.” **READING QUIZ 2**

Thursday, 24 September. David Rieff’s *In Praise of Forgetting: Historical Memory and Its Ironies*. “Footprints in the Sand of Time, and all That.” (1-21) **READING QUIZ 3**

Week 5:

Tuesday, 29 September. David Rieff’s *In Praise of Forgetting: Historical Memory and Its Ironies*. “Must We Deform the Past in Order to Preserve It?” (22-42)

READING QUIZ 4

Thursday, 1 October. Cinco poemas de Eloy Sánchez Rosillo (1948 -).

READING QUIZ 5

Week 6:

Tuesday, 6 October. David Rieff’s *In Praise of Forgetting: Historical Memory and Its Ironies*. “What Is Collective Memory Actually Good For?” (43-59).

READING QUIZ 6

Thursday, 8 October. Cinco poemas de Jaime Gil de Biedma (1929-1990).

READING QUIZ 7

Week 7:

Tuesday, 13 October. *ARRUGAS*.

Thursday, 15 October. *ARRUGAS*.

Wek 8:

Tuesday, 20 October. *ARRUGAS*.

Thursday, 22 October. *ARRUGAS*. **PAPER ON ARRUGAS.**

Week 9:

Tuesday, 27 October. **GROUP PRESENTATIONS**

Thursday, 29 October. **GROUP PRESENTATIONS**

Week 10:

Tuesday, 3 November. **GROUP PRESENTATIONS**

Thursday, 5 November. **GROUP PRESENTATIONS**

Week 11:

Tuesday, 10 November. *LO QUE NO TIENE NOMBRE*.

Thursday, 12 November. *LO QUE NO TIENE NOMBRE*.

Week 12:

Tuesday, 17 November. *LO QUE NO TIENE NOMBRE*.

Thursday, 19 November. *LO QUE NO TIENE NOMBRE*. **PAPER ON LO QUE NO TIENE NOMBRE.**

Week 13:

Tuesday, 24 November. David Rieff's *In Praise of Forgetting: Historical Memory and Its Ironies*. "The Victory of Memory Over History." (60-75). **READING QUIZ 8**

Week 14:

Tuesday, 1 December. Cinco poemas de Gloria Fuertes (1917-1998). **READING QUIZ 9**

Thursday, 3 December. David Rieff's *In Praise of Forgetting: Historical Memory and Its Ironies*. "Forgiveness and Forgetting." (76-93). **READING QUIZ 10**

Week 15:

Tuesday, 8 December. **EXTRA CREDIT OPTIONAL INDIVIDUAL PRESENTATIONS.**

Thursday, 10 December. **EXTRA CREDIT OPTIONAL INDIVIDUAL PRESENTATIONS.**

WEEKLY SCHEDULE SPANISH 315 SECTION 3 [Wednesdays and Fridays]

Week 1:

Wednesday, 2 September. Introduction to the Course.

Friday, 4 September. Cultural/ Historical Overview 1920-2020. Spanish-speaking World.

Week 2:

Wednesday, 9 September. Cultural/ Historical Overview 1920-2020. USA.

Friday, 11 September. **Discussion: Los objetos de mi memoria**

Week 3:

Wednesday, 16 September. Cristian Vázquez. “La memoria y el olvido y sus efectos narrativos.” **READING QUIZ 1**

Friday, 18 September. Teresa Ayala Pérez. “Memoria versus olvido: la paradoja de Internet.” **READING QUIZ 2**

Week 4:

Wednesday, 23 September. David Rieff’s *In Praise of Forgetting: Historical Memory and Its Ironies*. “Footprints in the Sand of Time, and all That.” (1-21) **READING QUIZ 3**

Friday, 25 September. David Rieff’s *In Praise of Forgetting: Historical Memory and Its Ironies*. “Must We Deform the Past in Order to Preserve It?” (22-42) **READING QUIZ 4**

Week 5:

Wednesday, 30 September. Cinco poemas de Eloy Sánchez Rosillo (1948 -). **READING QUIZ 5**

Friday, 2 October. David Rieff’s *In Praise of Forgetting: Historical Memory and Its Ironies*. “What Is Collective Memory Actually Good For?” (43-59). **READING QUIZ 6**

Week 6:

Wednesday, 7 October. Cinco poemas de Jaime Gil de Biedma (1929-1990). **READING QUIZ 7**

Friday, 9 October. *ARRUGAS*

Week 7:

Wednesday, 14 October. *ARRUGAS*

Friday, 16 October. *ARRUGAS*

Week 8:

Wednesday, 21 October. *ARRUGAS*. **PAPER ON *ARRUGAS*.**

Friday, 23 October. **GROUP PRESENTATIONS**

Week 9:

Wednesday, 28 October. **GROUP PRESENTATIONS**

Friday, 30 October. **GROUP PRESENTATIONS**

Week 10:

Wednesday, 4 November. **GROUP PRESENTATIONS**

Friday, 6 November. *LO QUE NO TIENE NOMBRE*.

Week 11:

Wednesday, 11 November. *LO QUE NO TIENE NOMBRE*.

Friday, 13 November. *LO QUE NO TIENE NOMBRE*.

Week 12:

Wednesday, 18 November. *LO QUE NO TIENE NOMBRE*. **PAPER ON *LO QUE NO TIENE NOMBRE*.**

Friday, 20 November. David Rieff's *In Praise of Forgetting: Historical Memory and Its Ironies*. "The Victory of Memory Over History." (60-75). **READING QUIZ 8**

Week 13:

NO CLASSES. THANSIVING.

Week 14:

Wednesday, 2 December. Cinco poemas de Gloria Fuertes (1917-1998). **READING QUIZ 9**

Friday, 4 December. David Rieff's *In Praise of Forgetting: Historical Memory and Its Ironies*. "Forgiveness and Forgetting." (76-93). **READING QUIZ 10**

Week 15:

Wednesday, 9 December. **EXTRA CREDIT OPTIONAL INDIVIDUAL PRESENTATIONS.**

Friday, 11 December. **EXTRA CREDIT OPTIONAL INDIVIDUAL PRESENTATIONS.**

Face Coverings: • At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the Disability and Assistive Technology Center to discuss accommodations in classes. Please note that unless everyone is wearing a face covering, in-person classes cannot take place. This is university policy and not up to the discretion of individual instructors. Failure to adhere to this requirement could result in formal withdrawal from the course. Other Guidance: • Please monitor your own health each day using this screening tool. If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email your instructor and contact Student Health Service (715-346-4646). o As with any type of absence, students are expected to communicate their need to be absent and complete the course requirements as outlined in the syllabus. • Maintain a minimum of 6 feet of physical distance from others whenever possible. • Do not congregate in groups before or after class; stagger your arrival and departure from the classroom, lab, or meeting room. • Wash your hands or use appropriate hand sanitizer regularly and avoid touching your face. • Please maintain these same healthy practices outside the classroom.