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### SPNS 408.01: Advanced Composition & Conversation

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# SPNS 408: ADVANCED CONVERSATION AND COMPOSITION

Spring 2022

## **Instructor Information**

**Professor Clary Loisel**

**Office: LA 428**

**Email: [Clary.Loisel@umontana.edu](mailto:Clary.Loisel@umontana.edu)**

**Telephone: 406-243-2720**

**Office Hours: MWF 8:30-9:00 and 11:00-11:30**

**Course Meeting Times: MWF 10:00-10:50**

**Course Location: LA 138**

## **Student Conduct Code**

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at <http://www.umt.edu/SA/VPSA/index.cfm/page/1321>

## **Disability modifications**

If you are a student with a disability and wish to discuss reasonable accommodations for this course, please contact me immediately via an office visit to discuss the specific course accommodations you wish to request. Please be advised that I request you to provide a letter from Disability Services for Students verifying your right to reasonable modifications. If you have not yet contacted Disability Services located in Lommasson Center 154, please do so in order to verify your disability and to coordinate your reasonable modifications. For more information, visit the Disability Services website at [www.umt.edu/dss/](http://www.umt.edu/dss/).

**Required Textbook:**

*Repase y escriba* (available at the UM Bookstore or online)

**Prerequisite:** Spanish 301 or equivalent

**Course Description/Goals/Objectives:** This course is designed to teach you how to speak and to write better in Spanish. To help us do this, we will be covering the first six chapters in the *Repase y escriba* textbook/workbook. The specific grammatical topics that we will cover include the preterite and the imperfect, *ser* vs. *estar*, special verb constructions (the *gustar* pattern, pronoun constructions, *hace* and other constructions related to time, the subjunctive in noun clauses, the subjunctive in relative clauses, and the subjunctive in adverbial clauses. This material is contextualized within cultural readings in your textbook. We will also study the *distinciones léxicas* (problematic words and/or expressions) in each chapter. In conjunction with this, we will also review how to write a well-developed essay as well as how to give a well-organized oral presentation in Spanish. This, of course, entails critical thinking, analysis, and synthesis.

**Learning Outcomes:**

**After this course, students can expect to have acquired the following:**

**A thorough knowledge of all grammatical points mentioned in the Course**

**Description**

**An improved ability to communicate in Spanish at the advanced level (both orally and in writing)**

**A thorough knowledge of contextualized, advanced vocabulary**

**Clarification of problematic expressions in Spanish (for example “time” can be expressed as “tiempo,” “hora,” “vez,” etc. depending on context)**

**The ability to speak extemporaneously for at least ten minutes in Spanish on a topic appropriate for a student at the advanced level**

**The self-confidence to give an oral presentation in Spanish without using any written materials on a topic (chosen in consultation with the professor) related to the Hispanic world.**

**An appreciation for Hispanic culture via the careful analysis of a Spanish language film and cultural readings**

**Grading policy**

**The course is structured so that the student regularly receives feedback so that (s)he can achieve the stated outcomes. Progress toward the stated outcomes is assessed using the following criteria:**

<b>Attendance</b>	<b>5%</b>
<b>Preparation, active participation</b>	<b>10%</b>
<b>Quizzes</b>	<b>15%</b>
<b>Two Oral Presentations (8 and 12% respectively)</b>	<b>20%</b>
<b>Three in-class compositions (each is worth 5%)</b>	<b>15%</b>
<b>Two Exams (each is worth 10%)</b>	<b>20%</b>
<b>Final Exam:</b>	<b>15%</b>

**Grading Scale:**

<b>A: 94-100</b>	<b>A- : 90-93</b>	<b>B+: 87-89</b>	<b>B: 83-86</b>	<b>B- : 80-82</b>
<b>C+: 77-79</b>	<b>C: 73-76</b>	<b>C-: 70-72</b>	<b>D+: 67-69</b>	<b>D: 63-66</b>
<b>D- : 60-62</b>	<b>F: 0-59</b>			

**Attendance:** Consistent attendance is essential to acquire the skills needed to analyze literature. The material in this course is cumulative and requires constant practice. If you miss an important step along the way, your understanding of future concepts may be significantly impaired. Students are responsible for class work and assignments they miss. Please get the telephone numbers from at least two classmates the first week of class. That way, if you have to miss class, you can find out exactly what happened that day. After talking to your friend and reviewing his/her notes, please come and see me if there is something that you still do not understand. Please do not contact me and ask me what the homework was. I will lower your cumulative final grade by two points for every absence after the third unless you bring me a verifiable, documented excuse.

**Participation and Preparation:** A satisfactory participation and preparation grade assumes that you come to class each day prepared to actively engage in all class activities. Before coming to class, you are expected to study thoroughly the pages assigned for that class, learning new vocabulary and reviewing grammar, and/or doing the assigned exercises in writing.

**Quizzes:** To make sure you come prepared and have done the homework, I will give short (10-15 minute) quizzes. These will normally be objective in nature (fill in the blank, matching, etc.).

**Oral Presentations:** You will be required to give two ORIGINAL oral presentations during the semester on two different topics of your choice (in consultation with me) that are not covered in class or in any composition. I will check with the other professors in the department to make certain that your topics are original. You may NOT use a paper topic or an oral presentation topic from another class as a “topic” for this course. Possible topics could include a famous painter, muralist, writer, or musician. You MUST check with me before you begin. I would like to encourage you to use the vocabulary and grammar that you are familiar with when doing your presentation. The first one will be between eight and ten minutes and the second one will be between ten and twelve minutes. Be sure to take notes while your classmates present because you will be responsible for the content, grammar, and vocabulary of their presentations on exams. The first round of presentations will begin on March 2; the second round will begin on April 27. We will determine the order of the presentations at least a week in advance. If there are no volunteers for certain dates, I will have to assign a student to a particular date.

The most important component of your oral presentation is a strong, solid thesis statement. You should be able to fill in the blank of the following statement with a well-crafted, cogent commentary: “The point of my presentation is to argue that

\_\_\_\_\_.” Please understand that you are trying to convince the audience of your point of view. This means that you will need evidence to support your argument. In other words, your presentation is much more than just your personal opinion. You need to analyze and synthesize. Be sure that you have at least three sources (an article, a book, a review, an essay, etc.) on which you can rely. You must turn in a written bibliography the day that you present. You will also need an insightful conclusion. Please do not abruptly end saying that you have run out of time. Plan your talk so that you can offer a well thought out commentary that highlights the major points of your presentation. It will be helpful to think of your presentation as the oral version of the kind of paper you normally write in a literature class. I will also ask you to write unfamiliar vocabulary on the board so that your classmates can better understand your presentation. On the day of your presentation, you MUST turn in a detailed outline to me and to each of your classmates before you begin. Should you forget part of your talk, I will be able to help you. You are required to use handouts, photos, posters, and/or props, etc. You may not read anything nor may you use notes. Everything you say will be well rehearsed. You will be graded on 1) Pronunciation and fluency (10%), 2) Grammar (10%), 3) Vocabulary (10%), 4) Organization (intro, body, conclusion) (10%), 5) Interest developed/audience response (10%), 6) Audiovisual materials/PowerPoint, etc. (10%), 7) Bibliography (10%), and 8) Content (30%). If you are absent the day of your presentation, you MUST provide a documented, verifiable excuse to be allowed to do a makeup presentation. Otherwise, your grade will be a 0 for your oral presentation. No exceptions. Please try to enjoy yourself with this assignment. Please be patient; I will notify you of your grade about two days after the last person presents. To be fair, I must listen to everyone’s talk before I can assign grades.

**Papers:** There will be three in-class compositions during the semester. What you write about will closely parallel the material we have just covered in class. You will write your composition by hand. Please underline your thesis statement.

**Exams:** There will be two exams during the semester. They will cover all material up to that point in time; in other words, each one is cumulative, especially in terms of grammar and vocabulary.

In fact, there are no make-ups whatsoever. If you miss a quiz or an exam, whatever grade you make on the final exam will substitute for the missing grade(s).

## Prontuario: (tentativo)

- Jan.** 19: Introducción al curso  
21: Cap. 1
- 24: Cap. 1  
26: Cap. 1  
28: Cap. 1
- 31: Cap. 2
- Feb.** 02: Presidents' Day No Class.  
04: Cap. 2
- 07: Cap. 2  
09: Cap. 2  
11: Cap. 3
- 14: Cap. 3  
16: Cap. 3  
18: Examen I
- 21: Presidents' Day. No hay clase.  
23: Composición I en clase  
25: Prepararse para ver "Mujeres al borde..."
- 28: Comentario sobre "Mujeres al borde de un ataque de nervios"
- Mar.** 02: Presentaciones orales  
04: Presentaciones orales
- 07: Presentaciones orales  
09: Presentaciones orales  
11: Composición II en clase
- 14: Cap. 4  
16: Cap. 4  
18: Cap. 4
- 21: No Class. Spring Break  
23: No Class. Spring Break  
25: No Class. Spring Break
- 28: Cap. 4  
30: Cap. 5
- Apr.** 01: Cap. 5

- 04: Cap. 5
- 06: Cap. 5
- 08: Cap. 6
  
- 11: Cap. 6
- 13: Cap. 6
- 15: Cap. 6
  
- 18: Examen II
- 20: Preparación para una película: Mary Full of Grace  
<https://www.youtube.com/watch?v=Y6qA-syQPoU>
- 22: Comentario sobre dicha película
  
- 25: Composición III en clase
- 27: Presentaciones orales
- 29: Presentaciones orales
  
- May 02: Presentaciones orales
- 04: Presentaciones orales
- 06: Repasar para el examen final

**The day and time of the final exam cannot be changed. Please plan accordingly.**

**Examen final: Jueves, 12 de mayo., 10:10 de la mañana a 12:10 de la tarde en este salón de clase.**



**Spanish 408 Grade Sheet/Spring 2022**

**Student:** \_\_\_\_\_

**Attendance: (5%) (Days absent)** \_\_\_\_\_  
\_\_\_\_\_ = \_\_\_\_\_

**Participation/Preparation: (10%)** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ = \_\_\_\_\_

**Quizzes: (15%)** \_\_\_\_\_  
\_\_\_\_\_  
**Quiz average** \_\_\_\_\_ **X .15** = \_\_\_\_\_

**Exams: (20%)**  
**Exam 1** \_\_\_\_\_ **x .10** = \_\_\_\_\_  
**Exam 2** \_\_\_\_\_ **x .10** = \_\_\_\_\_

**Oral Presentations: (20%)**  
**First Presentation: (08%)** \_\_\_\_\_ = \_\_\_\_\_  
**Second Presentation: (12%)** \_\_\_\_\_ = \_\_\_\_\_

**Papers: (15%)**  
**Paper 1 (5%)**  
\_\_\_\_\_ **x .05** = \_\_\_\_\_  
**Paper 2 (5%)**  
\_\_\_\_\_ **x .05** = \_\_\_\_\_  
**Paper 3 (5%)**  
\_\_\_\_\_ **x .05** = \_\_\_\_\_

**Final Exam: (15%)**  
\_\_\_\_\_ **x .15** = \_\_\_\_\_

**Numerical Average:** \_\_\_\_\_

**Letter Grade/Final Grade:** \_\_\_\_\_