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SPNS 408.01: Spanish: Advanced Composition and Conversation

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Spanish 408: Advanced Conversation and Composition

Professor Clary Loisel

Liberal Arts 428

Office Hours: MWF 9:30 to 10:00

**and 12:00-12:50, and by
appointment**

E-mail: clary.loisel@umontana.edu

Class Location: LA 304

Meeting Times: MWF 11:00-11:50

Spring 2018

Announcement from Provost:

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>**

Required Texts:

Repase y escriba (available at the UM Bookstore)

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 various chapters in the *Repase y escriba* textbook. Some of the specific grammatical topics 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.

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.

The necessary vocabulary to speak about movies at an advanced level (vocabulary includes: “editing,” “cast,” “panning,” etc.).

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

Assessment: 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:

Preparation, active participation	10%
Quizzes	15%
Two Oral Presentations: the first group; the second individual (8% and 12% respectively)	20%
Two Papers with rewrites (each paper/rewrite is worth 10%)	20%
Two Exams (7 and 8% respectively) 15%	
Final Exam:	20%

Grading Scale:

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

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 and e-mail addresses 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 call 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.).

Group Skits: The first presentations will begin on March 7. You and three to four other classmates will get together outside of class and decide on a topic for your presentation. (Suggestions include a news broadcast, a commentary on politics, civil rights issues, or other topics of interest to you and your classmates: you and your classmates may even write and perform an original play). Make sure that you have my approval on your topic before beginning. You will then write and perform a skit about that topic for the rest of the class that lasts at least twenty minutes but no more than twenty-five minutes. You may use one 5 X 7 notecard (front and back) during your presentation if you would like. I will ask you to turn in a typed, written copy of your presentation, which will count for 25% of your total grade for this assignment. Everyone in the group will receive this same grade. You will then be graded individually on creativity, length, grammar, vocabulary, and pronunciation. If any member of your group is absent on the day of the presentation, you 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 (in my office) to make up for your group skit. Otherwise, your grade will be a 0 for your group presentation. We will determine the order of the presentations at least week in advance.

Individual Oral Presentations: We will begin the individual presentations on April 23. I will first ask for volunteers. We will have up to two presentations per class period through May 2. Once you have committed to a certain date during the final two and a half weeks of class you may **NOT** change it unless you are willing to accept a fifteen-point penalty. You will decide on a topic in consultation with me. The topic of your presentation must pertain to some cultural aspect of the Hispanic world. Possible topics could include a famous painter, muralist, writer, or musician. You are only limited by your imagination. 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 most important component of your oral presentation is a strong, solid thesis statement. Keep in mind a thesis statement must be controversial and debatable. 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 _____." 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 summary 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. Feel free to use posters, photos, artwork, or other props during your presentation. I will also ask you to write unfamiliar vocabulary on the board so that your classmates can better understand your presentation. Your talk must last a full ten minutes; you will be penalized if you go beyond eleven minutes. 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 may also write difficult vocabulary words on the board. 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. Again, 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/handouts, 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. No exceptions. Please take notes during each presentation as the material that your classmates cover will appear on the Final Exam. Please be patient; I will notify you of your grade on May 4. To be fair, I must listen to everyone's talk before I can assign grades.

Papers: There will be two compositions during the semester. You will write your composition on a computer, print a copy, and bring me the copy according to the dates in the syllabus. Please underline your thesis statement. Please let me stress that your thesis must be controversial and debatable. Your composition will need to be between three and four pages, double-spaced, 12-point type, one-inch margins. After I mark the composition, you will rewrite it. The rewrite will entail adhering to specific regulations, which I will explain in class after I have marked the first version. I must have both the first version and the final, revised version to assign a grade. The first version (i.e. the version I mark) counts for 60% of the total grade for that composition; the final, revised second version counts for 40% of the total grade for that composition. For example, if the student earns an "87" on the initial

turn-in and receives a “95” on the revised version, the final grade for that composition would be an “90.2.” ($“87” \times .60 = 52.20$; $“95” \times .40 = 38.00$; $52.2 + 38.00 = “90.2”$)

You may not receive help from anyone as you work on your revised, final version. To accept a late paper, I MUST have a documented, verifiable excuse. Otherwise, your grade for the entire composition will be a zero. No exceptions.

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. There are no make-up exams. If you miss an exam, whatever grade you make on the final exam will substitute for the missing grade(s). The final exam is, of course, cumulative.

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).

NOTE: Please do NOT bring your cell phone to class. If you decide to bring it anyway and it goes off, I will ask you to leave class immediately. You will receive a five-point deduction from your course grade (which is only known after you complete the final exam) for each incident. In other words, should you bring your cell phone to class and it goes off and your course grade at the end of the semester is 92, I will deduct five points leaving you with an 87. Should the incident happen again, I will deduct another five points, and so on. It’s a shame that I have to do this, but there have been so many cases of cell phones going off in my class, I have decided to try to put an end to it.

Prontuario: (tentativo)

Ene. 22: Introducción al curso

24: Cap. 1

26: Cap. 1

29: Cap. 1

31: Cap. 1

Feb. 2: Cap. 2

5: Cap. 2

7: Cap. 2

9: Cap. 3

12: Cap. 3

14: Cap. 3

16: Examen I

19: Día de los Presidentes; No hay clase

21: Cap. 4; Composición I

23: Cap. 4

26: Cap. 4

28: Cap. 5

Mar: 2: Cap. 5

5: Cap. 5

7: Presentacion oral grupal

9: Presentacion oral grupal

12: Presentacion oral grupal

14: Presentacion oral grupal

16: Examen II

19: Cap. 6

21: Cap. 6

23: Cap. 6

26: Vacaciones de primavera; No hay clase

28: Vacaciones de primavera; No hay clase

30: Vacaciones de primavera; No hay clase

Abril 2: Cap. 7

4: Cap. 7

6: Cap. 7

9: Composición II

11: Cap. 8

13: Cap. 8

16: Preparación: "La historia oficial"; película argentina

18: Comentario de "La historia oficial"

20: Comentario de "La historia oficial"

23: Presentaciones orales

25: Presentaciones orales

27: Presentaciones orales

30: Presentaciones orales

Mayo 2: Presentaciones orales

4: Repasar para el examen final; Evaluar el curso

Examen final: jueves, 10 de mayo, 10:10-12:10 de la mañana en este salón de clase.

Spanish 408 Grade Sheet/Spring 2018

Student: _____

Attendance: (Days absent) _____

Participation/Preparation: (10%) _____

= _____

Quizzes: (15%) _____

Quiz average _____ X .15

= _____

Exams: (15%)

Exam 1 _____ x .07

= _____

Exam 2 _____ x .08

= _____

Oral Presentations: (20%)

First Presentation: (08%) _____ X .08 = _____

Second Presentation: (12%) _____ X .12 = _____

Papers: (20%)

Paper 1 (10%)

Paper 1 (first version) _____ x .60 = _____

Paper 1 (second version) _____ x .40 = _____

Paper 1 (final grade) _____ x .10 = _____

Paper 2 (10%)

Paper 2 (first version) _____ x .60 = _____

Paper 2 (second version) _____ x .40 = _____

Paper 2 (final grade) _____ x .10 = _____

Final Exam: (20%)

_____ x .20 = _____

Numerical Average:

(Penalty for excessive absences?)

Letter Grade/Final Grade:
