Professor: Dr. Carlos Cuadra
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E-mail: encambioel@hotmail.com
Office Hours: MW11:00-11:55 TR 12:00-01:00

If you want to reach me, please, use this address and not the usual SFASU one. I check my home email several times a day. If you choose to write me to my SFASU email, I might not be able to read it on time.

General Purpose of the Course: SPA 242 is specifically designed for Spanish heritage speakers. It will expand on the proficiency in the Spanish language and the knowledge of the Hispanic culture already acquired by students. The class will focus on reading, written proficiency and grammar. We will review the grammar structures studied in SPA 131, 132 and 231 and also explore different cultural aspects with special emphasis on translation, reading and writing.

Class materials: We don’t have a specific book for this class. Students will find all the information needed for the class in D2L and other webpages. The films required for the class will be available at the Language Resource Center.

Course Grade

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<tr>
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<th>Percentage</th>
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<tbody>
<tr>
<td>Compositions</td>
<td>30%</td>
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<tr>
<td>Midterm Exam</td>
<td>15%</td>
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<tr>
<td>Final Exam</td>
<td>20%</td>
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<tr>
<td>Oral Presentation</td>
<td>10%</td>
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<tr>
<td>Quizzes</td>
<td>15%</td>
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<tr>
<td>Class Participation and Homework</td>
<td>10%</td>
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Scale

<table>
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<tr>
<th>Points</th>
<th>Grade</th>
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<tr>
<td>90-100 pts.</td>
<td>A</td>
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<td>80-89 pts.</td>
<td>B</td>
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<td>70-79 pts.</td>
<td>C</td>
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<td>60-69 pts.</td>
<td>D</td>
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<tr>
<td>Below 60 pts.</td>
<td>E</td>
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Students with Disabilities
Students with documented disabilities that need course adaptations or accommodations please make an appointment with me as soon as possible. In order to receive special accommodations, a student must present adequate documentation at the beginning of the semester.

**Class Conduct**

There is a University policy that forbids any eating and drinking in the classroom. These activities interfere with the normal functioning of the class, and therefore we should avoid them. Also, any unnecessary class disruption (such as speaking English or distracting other students from following class activities) may result in the total or partial loss of points in the class participation grade. **Cell phones and texting are not permitted in the classroom. Electronic devices must be turned off and put away before class begins.** **Ringing phones and text messaging are considered rude and disrespectful.** Using cell phones in class will result in 0 (zero) points in your final participation grade.

**Course Requirements**

1-**QUIZZES AND HOMEWORK:** I will assign the homework for the class based on our work in the texts we will analyze or translate, and the students will receive a grade for it. Late homework won’t be graded, since all assignments will be covered in class immediately after being turned in by the students. If a student is going to miss a class, he or she should turn in the homework due on that day in advance. We will have weekly quizzes based on the short stories we read. Quizzes are designed to check if the students have understood the stories (not merely the vocabulary or the names of the characters) and if they have some interesting opinions about what they saw. There will be also grammar quizzes.

2-**ATTENDANCE AND PARTICIPATION:** Using Spanish to interact with your professor and the other students in the class is an important aspect of learning the language and cannot be measured in written exams. Therefore a portion of the final grade will depend on class participation. Students are required to attend all classes. Talk to your professor about any attendance problem.

This class is taught in Spanish, and the students need to speak Spanish during the class period. Speaking English during class or disrupting the class in any way will result in the loss of all the points in the quiz taken the week the misbehaving took place. If you disrupt the class more than once a week you will have a 0 in the quiz taken the week before. You will also lose points in your class participation final grade.

Having a good participation grade in this class is not easy. Keep in mind that just coming to class and not speaking Spanish means a 0 (zero) in class participation. Average participation is no more than 50 points worth. These are my specific criteria to assess a class participation grade:

- **85 to 100 participation points:** the student comes to class well prepared, shows initiative in every class and has answers to the questions asked by me or other students. He or she has
interesting suggestions and observations that improve the class, is willing to be a part of any activity during the class period and helps other students.

-60 to 85 participation points: the student comes prepared to class, shows initiative and participates frequently. He or she pays attention to the explanations.

-50 to 60 participation points: the student is not well prepared for class and only participates if called by name.

-20 to 60 points: the student doesn't prepare for the class. He or she asks questions to other students instead of asking me when in doubt about my explanations. He or she answers rarely to my questions and doesn't pay enough attention to my explanations.

-0 to 20 points: the student doesn´t participate. He or she speaks English in class or diverts the attention of the other students.

Requesting the professor’s help via email or during office hours is a form of class participation. Remember though, that, in order to pass the class you not only need to participate, but to master the information given in the class.

3-EXAMS: There will be a Midterm Exam and a Final Exam, with exercises about the texts we read, grammar and a composition. The dates for the written exams are specified in the syllabus.

4-ORAL PRESENTATION: One of the requirements of the class is giving an oral presentation about a cultural aspect of a Spanish speaking country. Every presentation will be at least fifteen minutes long. Props, videos, games and other materials are highly recommended. The presentation grade will be based not only on the correct use of Spanish, but on its originality and content. The last day to decide the topic of the Oral Presentation will be March 14.

5-CLASS TEXTS: We will base our class activities in several texts from different authors: a newspaper article by Luis Pancorbo, two short essays by Jorge Luis Borges, two film reviews by Guillermo Cabrera Infante, a Film by Juan Carlos Fresnadillo and two short stories by Julio Cortázar. We will have short true/false quizzes before working on every text in class to make sure that everybody has read the texts and watched the movie. We will also have class discussions and grammar exercises based on the texts. All the texts will be available in D2L. You will be able to find most of the texts on the web:

Text 1: **Pasta más que piel** by Luis Pancorbo  
Text 2: **Borges and I**, by Jorge Luis Borges  
Text 3: **El arte de Injuriar** by Jorge Luis Borges  
Text 4: **Buñuel, la caridad y el Cristo que ríe** y **Blade Runner** by Guillermo Cabrera Infante  
Text 5: **Intacto** (2001) Dir. Juan Carlos Fresnadillo  
Text 6: **Continuidad de los parques** by Julio Cortázar  
Text 7: **Lejana** by Julio Cortázar  

Additional films: **Nazarín** by Luis Buñuel and **Blade Runner** by Ridley Scott
6-TRANSLATIONS: Texts 1 and 2 will be used for exercises on translation. Text 1 (*Pasta más que piel*) will be translated from Spanish to English, and text 2 will be translated from English to Spanish.

7. COMPOSITIONS: Every student will have to turn in THREE Spanish compositions along the semester. Every composition will have a different goal:

Composition 1: an essay (at least two pages long, double space, font 12).
Composition 2: a review of the film *Intacto* (at least one page long, double space, font 12).
Composition 3: a fictional short story (at least three pages long, double space, font 12).

Compositions will be turned in using the class dropbox in D2L. The due dates for the compositions are specified in the tentative course schedule. In order to receive a decent grade, compositions need not only to be written in correct Spanish, but also have to be original and interesting. If a student doesn’t turn in three compositions he will fail the class with an F. Late compositions won’t be accepted under any circumstances. Students are strongly recommended to come to my office hours with their composition drafts or with any questions they may have.

Be warned that you may find strong language, nudity and explicit sexual situations in the films we will watch in class. Although these images don't have a pornographic intent, they may offend some of you. If you have any moral restraints about this issue, talk to me about it as soon as possible. We can find a solution to this problem by giving you some alternative class work, or, if you agree to do so, by changing you to a different section of the same course. If, in spite of any moral concerns about this issue, you decide to stay in the class, you do it under your sole responsibility.

7-MISSED EXAMS: In general, students won't be allowed to making up exams. If, however, for reasons beyond your control, you know that you will not be able to take an exam, talk to your professor to arrange an alternate day or time *before* the day of the test. A student who misses an exam without previously arranging for an alternate day or time must present appropriate documentation of a personal tragedy or medical emergency in order to avoid a 0 in the exam.

8- ACADEMIC HONESTY: Academic dishonesty, cheating and plagiarism will not be tolerated. All students in this class are expected to comply with university policies regarding academic honesty. Any student caught cheating will receive a grade of zero on the assignment and will be reported to the dean of his or her major school. All homework should be your own. Students are not allowed to use translation programs, native speakers, LRC workers or other students to assist them with assignments. Doing so constitutes academic dishonesty and will be dealt with according to university policy.

9-FINAL EXAM POLICY:

We will have the following policy regarding the final exam:

a) If a student has a grade average of 93 before the final exam, he or she doesn’t need to take the final to get an A in the class.
b) If:
- A student turns in all the homework on time
- He or she gets full credit in class participation
- The average grade in the Midterm Exam, the Oral Presentation and the Oral Exam is higher than an 85

The final grade of that student will be no lower than his or her final exam grade.
This policy is designed to help the students who really improve during the course. They may have low grades during the first weeks and still make a good (or even excellent) final grade.

c) If a student doesn’t get a grade of C or higher in the final exam he will fail the class with an F.

**Tentative Course Schedule Spring 2018**

T Th Spring 2019

T 01-22 Course presentation.

Th 01-24 *Los ocho principios de la traducción* Quiz 1

T 01-29

Th 01-31 Translation of *Pasta más que piel* by Luis Pancorbo due

T 02-05

Th 02-07 Translation of *Borges and I*, by Jorge Luis Borges due

T 02-12

Th 02-14 Quizz on *El Arte de Injuriar* by Jorge Luis Borges

T 02-19

Th 02-21
T  02-26 Composition 1: Essay due
Th  02-28

T  03-05 Quiz on *Nazarín y Blade Runner* by Guillermo Cabrera Infante
Th  03-07

T  03-12 Review for the Midterm Exam
Th  03-14 Midterm Exam

**MARCH 18-22** **SPRING BREAK**

T  03-26 Story 6: Quiz on *Intacto*
Th  03-28 Composition 2: Film Review of *Intacto* due

T  04-02
Th  04-04

T  04-09
Th  4-11

T  04-16 Quiz on *Continuidad de los Parques*
Th  04-18 EASTER HOLIDAY

T  04-23
Th  04-25 Quiz on Lejana

T    04-30 Oral Presentations

Th   05-02 Oral Presentations

T    05-07 Oral Presentations

Th   05-09 Review for the Final Exam. Composition 3: Short Story due

T    05-14  Final Exam 10:30 am-12:30 pm

Program Learning Outcomes: This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.

General Education Core Curriculum Objectives/Outcomes:

1. To understand and demonstrate writing and speaking processes though invention, organization, drafting, revision, editing, and presentation.
2. To understand the importance of specifying audience and purpose and to select appropriate communication choices.
3. To understand and appropriately apply modes of expression, i.e. descriptive, expositive, narrative, scientific, and self-expressive, in written, visual, and oral communication.
4. To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
5. To understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.
6. To understand and demonstrate writing and speaking processes though invention, organization, drafting, revision, editing, and presentation.

Student learning outcomes:

- Students will be exposed to and actively engage in discussions regarding songs, comics, videos, news, Internet materials, and readings from text that relate to the culture of places where Spanish is spoken.
- Students will use vocabulary dealing with the following themes in their writing and speaking: numbers, the calendar, time, interrogative words, weather, seasons, personality, the city, location, colors, clothing, family, physical traits, food.
- Students will be able to correctly utilize the following grammatical structures: articles, gender, number, present tense, future (verb + infinitive), adjective placement and agreement, ser and estar, direct object pronouns, indirect object pronouns, the verb gustar.
- Students will be able to communicate, in oral and written form, about what one normally does, where one
lives, what one likes to do, and one’s family.

- Students will investigate very simple topics on the Internet in Spanish and record their findings.

In accordance with University policy, students with disabilities who need accommodations are expected to initiate a meeting with the professor immediately upon registering with Disability Services to discuss how accommodations included on the Special Accommodations Request form will be provided. Students with disabilities who may have special needs and have not requested support services should seek assistance through Disability Services.