THE COURSE: This course will focus on the development of advanced conversational skills using a variety of approaches designed to expand academic and authentic language.

Prerequisites: SPA 235 or SPA 242

Course Description: This course is designed to help students expand conversational skills at the advance level that will facilitate their ability for self-expression as well as a deeper understanding and appreciation of Spanish language and Hispanic culture. Students will read, discuss, interact with visual and written narratives, expand their vocabulary, and learn idiomatic expressions characteristic of the Spanish language practiced in a natural setting. Students will succinctly review and practice specific grammar points that will enable them to improve in targeted language functions.

Program Learning Outcomes: 1) Students will demonstrate the ability to engage in effective oral communication with native speakers of the target language. 2) Students will analyze and summarize authentic texts in the target language. 3) Students will write effective, original compositions demonstrating the ability to analyze, persuade and/or defend an opinion in the target language. 4) Students will apply critical thinking skills in comparisons of the cultures studied and their own. 5) Students will, if seeking teacher certification, demonstrate mastery of professional skills necessary to teach the target language. 6) Students will demonstrate mastery of linguistic and cultural skills necessary to pursue graduate study and/or careers.

General Education Core Curriculum Objectives/Outcomes: This course will aim for cultural, academic and conversational competency. Students will achieve oral competency by practicing crucial components of the Spanish language such as listening, reading, and writing skills. Students will also learn to distinguish the different registries of the language and to recognize the proper settings for popular vs. standard, quotidian vs. academic, and private vs. public voices. Students will attain proficiency in these areas by performing a plurality of tasks and classroom activities geared toward particular goals previously stated.
Organization: This course will focus on the following topics:

1. Week 1-3: La mujer
2. Week 4-5: El viaje
3. Week 6-8: Criogenización y poshumanismo
4. Week 9-10: La narcoculture
5. Week 11-12: La migración
6. Week 13-15: El agua

Textbook: This course does not require a textbook Materials will be provided by the professor.

A Spanish Dictionary (paperback): Diccionario Larousse del Español Moderno

FILMS: Check your program for more information.

GRADING: Grades will be calculated according to the following scale. Grades are not curved. (100-90%) A, (89.9-80%) B, (79.9-70%) C, (69.9-60%) D, and (59.9% and below) F. Assignment grades will be posted on D2L.

<table>
<thead>
<tr>
<th>GRADING</th>
<th>%</th>
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<tbody>
<tr>
<td>Discussions and Reactions</td>
<td>20</td>
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<tr>
<td>Participation</td>
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<tr>
<td>Presentation</td>
<td>15</td>
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<tr>
<td>Midterm Exam</td>
<td>20</td>
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<td>Final Exam</td>
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PRESENTATIONS: Students will need to deliver an oral presentation on related topics discussed in the readings and/or films.

EXAMS: There will be a total of two exams, a midterm and a final exam. There are no make-up exams.

D2L DISCUSSION AND REACTIONS: In the discussion folder of D2L, students will write a reaction and/or answers to set of guided-questions on contemporary issues, art works, music, and film. You must be familiar with D2L and be ready to work with its various components. Late work will not be accepted.

PREPARATION: Students are required to view, read, and prepare all assigned materials before coming to class.
**FILMS:** Movies will be available to watch in the Language Resource Center (LRC). I encourage you to read the information provided in the Movie Database (www.imdb.com). If you are sensitive to the themes portrayed in these films, let me know in advance so I can find an alternative assignment.

**PARTICIPATION AND ATTENDANCE POLICY:** Attendance is mandatory. Your final course grade will be affected negatively based on lack of attendance, participation and preparation for each class meeting. **Perfect attendance does not constitute a good grade.** A high participation is required from every student, even if they are very timid. It is necessary to prepare materials before coming to class and be ready to interact with your professor and classmates only in Spanish.

**NOTE-TAKERS:** Part of your participation grade is to serve, at least once during the semester, as a “Secretario/a.” “Secretarios” will type his/her minutes.

As a university student you should strive in every class meeting to: have an understanding of the material being discussed, cooperate in all assigned activities with classmates, do your utmost to engage in all discussions, actively participate in class discussions, display a civil, courteous and polite attitude toward your professor and classmates. Reasons that will contribute to lower your participation in class are: absences, arriving late, leaving early, coming to class unprepared, disruptive behavior, unwillingness to participate in classroom activities or communicate in Spanish.

**ABSENCES:** Students are allowed 2 absences at their discretion. These absences could be for university-sponsored events, a religious observance, illness or family related events or emergencies. However, once the two absences are surpassed for any of the reason stated above, students lose 2 percentage points of participation and attendance —respectively— per absence for a total of 4 % of your final grade, unless other arrangements are made with Dr. Miranda-Recinos immediately. If you must miss class for any reason, you will still be responsible for all assignments due.

**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 should be avoided. Electronic devices: Please TURN OFF/Silence all electronic devices before entering class.

**ACCEPTABLE STUDENT BEHAVIOR:** Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class
regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

**Academic Integrity (A-9.1) Original Implementation: Unpublished Last Revision: July 19, 2011**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism as well as the appeal process.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

§ using or attempting to use unauthorized material to aid in achieving a better grade on a component of a class;

§ falsification or invention of any information, including citations, on an assignment; and/or,

§ helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism include, but are not limited to:

§ submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another;

§ submitting a work that has been purchased or otherwise obtained from the Internet or another source; and,

§ incorporating the words or ideas of another author into one's paper or presentation without giving the author due credit.

**Procedure for Addressing Student Academic Dishonesty** For a complete list about procedures and appeals see:

http://www.sfasu.edu/policies/academic_integrity.asp

**STUDENTS WITH DISABILITIES:** To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-
3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**Withheld Grades Semester Grades Policy (A-54)**: Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Programa Tentativo Español 335**

**Primavera 2017**

**Week 1: (Jan. 23)**

- **W:** Introducción al curso. Lectura: Nota Cultural
  
  **Tarea:** Leer selección/es.

**Week 2: (Jan. 28 & 30)**

- **M:** Discusión: antes de ver la película, contexto. En grupos discusión de términos clave, preguntas de enfoque y artículos.
  
  **Tarea:** Leer selección/es. “Matrimonio arreglado”

- **W:** Discusión, Preguntas, Escenas, e Interpretación. “Secretarios”
  
  **Tarea:** Ver película: *Arráncame la vida* (Dir. Roberto Sneider)
  
  Escribir reacción film #1 D2L
  
  Imprimir artículos para siguiente clase: “La maternidad, un obstáculo” y “La mujer machista- ¿Victimaria o Víctima?”

**Week 3: (Feb. 4 & 6)**

- **M:** Actividades orales acerca de los personajes y la cultura (Lecturas en clase).
  
  **Tarea:** Tema de investigación para grupo #1. (Ejemplo)

- **W:** Actividades: usar vocabulario en contexto y “Secretarios”
  
  **Presentación Modelada # 1**
  
  **Tarea:** Leer selección/es. “El Viaje como catalizador”
Week 4: (Feb. 11 & 13).

M: Discusión: antes de ver la película, contexto. En grupos discusión de términos clave, preguntas de enfoque.

**Tema de investigación para grupo #2.**

**Tarea: Ver película: Diarios de motocicleta (Dir. Walter Salles)**
**Escribir reacción film #2 D2L**

W: Discusión, preguntas Escenas e Interpretación. “Secretarios” Actividades orales acerca de los personajes y la cultura.

**Tarea: Leer selección/es. “Los mototours del hijo del Che,” “Sebastian Salgado”**

Week 5: (Feb. 18 & 20)

M: Actividades: usar vocabulario en contexto y “Secretarios”

**Tarea: Leer selección/es.**

W: En grupos discusión de términos clave, preguntas de enfoque.

**Presentación # 2**

**Tarea: Escribir su reacción a Presentación #2 D2L**

**Leer selección/es. “Criogenización,” “Poshumanismo”**

Week 6: (Feb. 25 & 27)

M: Discusión, preguntas Escenas e Interpretación. “Secretarios”

**Tarea: Tema de investigación para grupo #3.**

W: Discusión: antes de ver la película, contexto. En grupos discusión de términos clave, preguntas de enfoque.

**Tarea: Ver película: Abre los ojos (Dir. Alejandro Amenábar)**

**Escribir su reacción Film #3 D2L**

Week 7: (Mar. 4 & 8)

M: Actividades orales acerca de los personajes y la cultura.

**Presentación # 3**

**Tarea: Escribir su reacción a Presentación #2 D2L**

W: Midterm

**Tarea: Leer selección/es: “Narco Para principiantes”**

Week 8: (Mar. 11 & 13)

M: Discusión: antes de ver la película, contexto. En grupos discusión de términos
Tarea: Leer selección/es: “Argentina y el narcotráfico”; ejercicios y enfocar el vocabulario

W: Discusión, preguntas Escenas e Interpretación. “Secretarios”

Tarea: Ver película: El infierno (Dir. Luis Estrada)
Escribir reacción Film #4 D2L

SPRING HOLIDAYS 16-24

Week 9: (Mar. 25 & 27)
M: Actividades orales acerca de los personajes y la cultura.
Tema de investigación para grupo #4.
Tarea: Leer selección/es: “Narcocultura”

W: Discusión, Preguntas Escenas e Interpretación. “Secretarios”

Tarea: Leer selección/es: “Trumpism”

LAST DAY TO DROP March 27

Week 10: (Apr. 1 & 3)
M: Discusiones y actividades orales. “Secretarios”

W: Actividades orales acerca de los personajes y la cultura. Presentación # 4
Tarea: Escribir reacción #4 en D2L
Leer selección/es: “Los términos clave” y “Encounters with Migrants and Refugees” (Video)

Week 11: (April 8 & 10)
M: Discusión de selecciones y reacciones. Tema de investigación para grupo #5.
Tarea: Leer selección/es: To be determined

W: Discusión: antes de ver la película, contexto. En grupos discusión de términos clave. preguntas de enfoque. “Secretarios.”

Tarea: Ver película: A Better Life (Dir. Chris Weitz)
Escribir reacción Film #5 D2L

Week 12: (April 15 & 17)
M: Discusión, preguntas Escenas e Interpretación. “Secretarios”
Tarea: Leer selección/es: “Family Separation at the Border”

W: Actividades orales acerca de los personajes y la cultura. **Presentación # 5**

Tarea: Escribir reacción #5 en D2L

Leer selección/es: La lucha de los pueblos Siux.

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**Easter Holiday April 18-19**

**Week 13: (April 22 & 24)**

M: Discusión de selecciones y reacciones. **Tema de investigación para grupo #6.**

Tarea: Leer selección/es: “Problemas y agua”

W: Short Film. Actividades: usar vocabulario en contexto y “Secretarios”

Tarea: Leer selección/es: “When the water ends” (Video).

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**Week 14: (April 29 & May 1)**

M: Discusión: antes de ver la película, contexto. En grupos discusión de términos clave, preguntas de enfoque.

**Tarea: Ver película en el Laboratorio** **También la lluvia** (Dir. Icíar Bollaín)

Escribir su reacción Film #6 D2L

W: Discusión, preguntas Escenas e Interpretación. “Secretarios” **Presentación # 6**

Tarea: Escribir reacción #6 en D2L

Leer selección/es: **To be determined**

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**Week 15: (May 6 & 10)**

M: Actividades orales acerca de los personajes y la cultura.

Tarea: Escribir su comentario en D2L Leer selección/es, enfocar el vocabulario.

W: Actividades: reportes de interacciones

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**SPA 335.001 Final Exam Wednesday May 15, 2019**

1:00 – 3:00 p.m.

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**OTHER IMPORTANT DATES:**

- Midterm Exam: Wednesday March 8, 2019
- Last Day to Drop Courses: Wednesday 27, 2019
- Spring Holidays March 16-24, 2019
- Easter Holiday 18-19, 2019
• Assessment begins May 6 at 8:00 a.m. and ends Friday at 11:59 p.m.