

Spanish 261. Advanced Spanish in Context

Course Description.

Spanish 261 is a fifth-semester course that uses literature, film, and culture as a basis for reviewing grammatical concepts, developing writing competency, and improving overall communication skills in students that have completed the intermediate Spanish sequence at UNC or have placement credit for SPAN 203 and 204. It is assumed that students have mastered the vocabulary and grammatical concepts taught in those classes and this course continues to focus on refining the four language skills of reading, writing, speaking, and listening through the use of authentic written, visual, and oral texts. By the end of the semester students will have completed a writing portfolio containing compositions that demonstrate a variety of writing samples that have been edited throughout the semester. Students will be expected to do a significant amount of reading and writing in SPAN 261.

Note: This course is the prerequisite for all Spanish majors and minors at UNC.

Course Objectives

In this course students will:

- Focus on, recycle, and expand Spanish grammatical structures through guided reviews and in-context oral and written practice.
- Be introduced to authentic written, visual, and oral texts.
- Develop critical thinking and analytical skills exemplified through writing samples.
- Learn about significant historical and cultural events that relate to the topics discussed.
- Engage in meaningful discussions regarding cinematic, literary, and cultural topics discussed in class.
- Improve speaking ability in both accuracy and fluency by participating in many, mostly oral, guided activities.

Learning Outcomes

By the end of the course, students should develop:

- Ability to use critical thinking skills in Spanish.
- Ability to interpret and discuss literature and film in Spanish.
- Advanced proficiency in reading and writing in the language.
- Knowledge of significant cultural and historical events.
- Ability to use technology to research selected topics in Spanish.

Required Texts.

1. *Intrigas: Advanced Spanish Through Literature and Film*, 2nd Edition, Vista Higher Learning, 2017 by Courtad, James C., Katheryn Everly, and Martín Gaspar.
 - a. *Additional Resource: INTRIGAS Supersite on vhlcentral.com*
2. *A Handbook of Contemporary Spanish Grammar*" de Ana Beatriz Chiquito.

Suggested dictionary: **Collins Beginner's Spanish Dictionary** Harper Collins Publishers (ISBN-10: 0061374938)

Grading. This course utilizes a weighted grading scale. The breakdown for the course is as follows:

15%	Tarea and Online Review Quizzes
30%	Thematic Compositions in Portfolio
10%	Multimedia Project and Presentation
15%	Midterm exam
20%	Final Exam

10% Participation and Attendance

Tarea Supersite activities and quizzes 15%: On the course calendar and on the Vistas supersite you will be able to find the **Tarea** and **Quizzes**. These include any assigned activities from the Supersite (excluding the Taller de escritura - see next bullet). Supersite activities are to be done in preparation for the section taught in the next class. This is done in order to consolidate your understanding so you are better prepared to participate in the class discussion on the film or reading selection. You will also complete 6 grammar review **quizzes** called Repaso gramatical within the Vistas supersite. These are part of the grammatical review of the course.

Thematic compositions in Portfolio 30%: You will write 5 compositions, of a minimum length of 2 pages, that will be edited at least once. These compositions will help develop your writing skills using thematic, guided prompts. Your (rough draft) writing assignments are due on the day assigned and you will edit them either in class or at home as indicated by your instructor. Then, you will revise your composition and resubmit it to your instructor. You are responsible for handing in a final draft (in hard copy only) along with the original composition.

At the end of the semester, these 5 compositions, along with your research paper for the multimedia project (see below), will serve as the basis of a **writing portfolio**, which will exemplify your writing abilities in Spanish for future classes or your future professional endeavors. You will turn this in on the second to last week of classes.

Multimedia Project/Presentation 10%: The final written requirement for the course is the completion of a research paper and a formal presentation of the paper to the class. Students will work in groups of 2 throughout the semester to complete this assignment on a topic of their choice related to Hispanic Studies that has been approved by the instructor. You will edit the initial draft consisting of at least 3 pages and use it as the foundation for a formal presentation to the class. You must also be prepared to answer questions on your topic from your classmates. More information will be provided on the Sakai site for the course.

Midterm Exam 15% and Comprehensive Final 20%: The exams will reflect my teaching philosophy. I do not believe in memorization or in grammar drills. In other words, I do not want you to simply regurgitate what you have seen in class but to use it in productive ways. Therefore, the tests are not composed mainly of multiple choice or mechanical fill-in-the-blank exercises. Instead, they will offer you the opportunity to use what you have learned in productive and creative ways. Because you cannot become proficient in a language without understanding the cultures that speak it, you will also be responsible for demonstrating your understanding of the cultural information included in each lesson. The main objective of the exams will be for you to express your thoughts and opinions on the subjects discussed in class while using the grammar that is reviewed.

Class participation and attendance 10%: Active **participation** from you is essential for your own learning and for the development of the class. Therefore, simply attending class regularly does not guarantee you a good participation grade. You must take the initiative, get involved in what is being done and show your instructor that you are well prepared for class. You must actively contribute to class and group discussions, both by asking and by answering questions; it also means that you will willingly engage in class activities and that you will **always** use the language of the course, i.e., Spanish. I will keep a record and provide you with a participation grade roughly every four weeks. The criteria used for assigning grades can be found in Sakai.

Attendance policy: The Department of Romance Studies follows a strict attendance policy. If you miss two classes during the two weeks of classes, you will be dropped from the course to make room for those

students on the waitlist. If it is your intent to drop the class, you must follow the procedures stipulated by the University. For an absence to be excused (and to make up missed coursework), you MUST provide your instructor with an official and University approved written excuse (i.e. slip from Campus Health indicating that you went there, court summons, etc.) within one day of returning to class that states that you could not attend class. If you are absent on the day of an exam or composition, you must contact your instructor prior to your class period to have your case considered. If your absence is considered excused (you have to provide adequate written proof of an appropriate reason for your absence) then you will be permitted to make up the exam or composition at the time indicated by your instructor. Exam and composition day absences are excused only for last-minute and unforeseen emergencies/illnesses which are supported by official documentation. Also, please be considerate and make it to class on time. Every tardy will count as 1/3 of an absence. Deductions to your final grade will be taken due to excessive absences. The deductions will be taken from the participation grade as follow: 4-6 absences 25pts, 7-9 absences 50 pts, 10-more absences 75 or more pts.

Grading scale:

92% – 100% = A	80% – 81.9% = B-	68% – 69.9% = D+
90% – 91.9% = A-	78% – 79.9% = C+	62% – 67.9% = D
88% – 89.9% = B+	72% – 77.9% = C	60% – 61.9% = D-
82% – 87.9% = B	70% – 71.9% = C-	59.9% or below = F

Course policies

Daily routine and preparation for class. Your daily routine is set in detail in the course calendar that accompanies this syllabus and two types of work will be required of you: preparation prior to each class and homework exercises to review each day’s lesson. Your instructor will start each class with a brief warm-up that typically covers the previous day’s material. In order to be prepared, you must have completed the homework and reading exercises outlined in the course calendar. It is absolutely necessary that you read the assigned textbook pages BEFORE class; your instructor will start the lesson assuming that you have read them. If you have not, you will not be prepared for class. In particular, do not expect your instructor to spend a lot of class time explaining a concept that is clearly laid out in your textbook -- s/he will assume you are acquainted with it already. Also, you are expected to complete the Supersite exercises online as indicated. These activities will help you practice and review what has been covered in class, thus preparing you for the daily warm-up activities as well as the exams. Additionally, your instructor may assign extra homework, as s/he finds it appropriate. If you miss a class, it is your responsibility to find out whether there is extra homework; missing a class is never an excuse for not doing it.

Spanish in the Classroom. This class is taught completely in Spanish. It has been demonstrated many times in experimental research that students who are exposed to Spanish consistently from day-one perform better than those who are not. Thus, teaching in Spanish is part of my commitment to offer you the best instruction possible. Making Spanish the language of communication in the classroom entails some effort for you as well as for your instructor. It can be much easier for both if you find ways to cooperate and help create a comfortable class atmosphere. Learn a few useful expressions: ¿Qué significa X? 'what does X mean?'; ¿Cómo se dice X? 'how do you say X?'. There is no reason to say 'I don't understand' if you already can say 'no entiendo ' and if you do choose to use the English phrase you may disrupt the kind of classroom environment that your instructor is working hard to build. Similarly defeating is asking the person sitting next to you to translate what the instructor just said. Be expressive: if you don't understand something, or you want your teacher to repeat something, let her/him know at once.

Homework policy: NO LATE WORK WILL BE ACCEPTED UNDER ANY CIRCUMSTANCE unless you can provide a valid excuse. Homework is extremely important for language learning and should be done every day before class. By doing homework you will build a good foundation to perform successfully in your target language. Homework is assigned on the calendar and sometimes in class. Your instructor will occasionally assign homework activities, that were not in the calendar, in class, when he/she decides that some of these activities are appropriate to provide further practice on grammatical topics and specific structures. If you miss class, it is your responsibility to contact one of your classmates about homework. Homework that is turned in must be legible and neat- no notebook paper with the rings still attached will be accepted.

Students with disabilities

Students needing accommodations should contact the office for Accessibility Resources & Services to obtain the necessary accommodations to help them succeed in the course.

CB# 7214 SASB, Suite 2126, 450 Ridge Road,
UNC-Chapel Hill
Chapel Hill, NC 27599-7214
(919) 962-8300 (V/T), Email: <https://accessibility.unc.edu/>

Honor Code

By enrolling as a student in this course, you agree to abide by the University of North Carolina at Chapel Hill policies related to the acceptable use of online resources. Please consult the Acceptable Use Policy on topics such as copyright, net-etiquette, and privacy protection.

As a UNC student, you are responsible for obeying and supporting an honor system that prohibits lying, cheating, or stealing in relation to the academic practices of the University of North Carolina at Chapel Hill. The University of North Carolina at Chapel Hill's Honor System also requires you to refrain from conduct that significantly impairs the welfare or the educational opportunities of others in the University community. You are expected to do your own work in all aspects of your course.

Academic dishonesty in any form is unacceptable, because any breach in academic integrity, however small, strikes destructively at the University's life and work. Outside help of any kind on any assignment that is to be turned in for a grade is considered academic dishonesty. With the exception of consultation with your instructor, no help may be received on any homework assignment or composition. Doing so is a violation of the honor code.

"Help" includes any aid received from personal tutors, friends, native speakers, or anyone other than your instructor on any assignment.

Your textbook and the Vistas Supersite may be consulted for assignments, compositions, and other course work unless you are specifically instructed otherwise. You are prohibited from using Internet translator sites. Furthermore, do not "copy and paste" from the textbook or the Supersite.

Finally, if you have any problems or questions concerning this course, please contact your instructor. I hope that you will find studying Spanish exciting and that you will feel that the hard work you put into this class will be rewarding.

Calendario - Español... - Otoño 2018

	Lunes	Miércoles	Viernes
Semana #1	20-Aug	22-Aug	24-Aug
		Introducción al curso El feminismo y la feminidad en el postboom mexicano	Capítulo #1: Golpe al Corazón Preparar: <i>Como agua para chocolate</i> , pp. 4-11 Contexto histórico: El realismo mágico
Semana #2	27-Aug	29-Aug	31-Aug
	Discutir: <i>Como agua para chocolate</i> , pp. 4-11 Taller de escritura, p. 11 Repaso gramatical: expresiones con ser y estar	Prelectura #1: Cuento, Teatro o Novela Técnica literaria: Contexto histórico:	Discutir: Lectura #1 Cuento, Teatro o Novela Taller de escritura en clase Repaso gramatical: preposiciones I
Semana #3	3-Sep	5-Sep	7-Sep
	Día del Trabajo No hay clases	Prelectura #2: Cuento, Teatro o Novela Técnica literaria: Contexto histórico:	Discutir: Lectura #2 Cuento, Teatro o Novela Taller de escritura en clase Repaso gramatical: preposiciones II Entregar: Ensayo literario (1^{er} borrador) , pp. 44-45
Semana #4	10-Sep	12-Sep	14-Sep
	Capítulo #2: El Filo del Poder Preparar: <i>El laberinto del fauno</i> , pp. 48-49 Contexto histórico: La guerra civil española	Discutir: <i>El laberinto del fauno</i> , pp. 48-49 Taller de escritura, p. 53 Repaso gramatical: narración en el pasado I	Prelectura #1: Cuento, Teatro o Novela Técnica literaria: Contexto histórico:
Semana #5	17-Sep	19-Sep	21-Sep
	Discutir: Lectura #1 Cuento, Teatro o Novela Taller de escritura en clase Repaso gramatical: narración en el pasado II	Prelectura #2: Cuento, Teatro o Novela Técnica literaria: Contexto histórico:	Discutir: Lectura #2 Cuento, Teatro o Novela Taller de escritura en clase Repaso gramatical: narración en el pasado III
Semana #6	24-Sep	26-Sep	28-Sep
	Editar tu composición con tus compañeros Entregar: Comparación y contraste pp. 88-89	Capítulo #3: El Lado Oscuro Preparar: <i>Mar adentro</i> , pp. 92-93 Contexto histórico: España y sus idiomas	Discutir: <i>Mar adentro</i> , pp. 92-93 Taller de escritura, p. 99 Repaso gramatical: Pronombres de objeto directo e indirecto
Semana #7	1-Oct	3-Oct	5-Oct
	Prelectura #1: Cuento, Teatro o Novela Técnica literaria: Contexto histórico:	Discutir: Lectura #1 Cuento, Teatro o Novela Taller de escritura en clase Repaso gramatical: Adjetivos	Prelectura #2: Cuento, Teatro o Novela Técnica literaria: Contexto histórico:
Semana #8	8-Oct	10-Oct	12-Oct
	Discutir: Lectura #2 Cuento, Teatro o Novela Taller de escritura en clase Repaso gramatical: verbos como gustar	Repaso para el examen Entregar: Una reseña crítica (1er borrador) , pp.138-139	Examen (midterm)
Semana #9	15-Oct	17-Oct	19-Oct
	Capítulo #4: Lazos de Sangre Preparar: <i>El hijo de la novia</i> , pp. 142-143 Contexto histórico: La inmigración italiana en Argentina	Discutir: <i>El hijo de la novia</i> , pp. 142-143 Taller de escritura, p. 149 Repaso gramatical: el subjuntivo I	Receso de Otoño no hay clases
Semana #10	22-Oct	24-Oct	26-Oct
	Prelectura #1: Cuento, Teatro o Novela Técnica literaria: Contexto histórico:	Discutir: Lectura #1 Cuento, Teatro o Novela Taller de escritura en clase Repaso gramatical: el subjuntivo II	Prelectura #2: Cuento, Teatro o Novela Técnica literaria: Contexto histórico:
Semana #11	29-Oct	31-Oct	2-Nov
	Discutir: Lectura #2 Cuento, Teatro o Novela Taller de escritura en clase Repaso gramatical: el subjuntivo III	Editar tu composición con tus compañeros Entregar: Un informe literario pp.192-193	Capítulo #5: Una Cuestión de Género Preparar: <i>Mujeres al borde de...nervios</i> , pp. 196-197 Contexto histórico: La transición y la movida
Semana #12	5-Nov	7-Nov	9-Nov
	Discutir: <i>Mujeres al borde de...nervios</i> , pp. 196-197 Taller de escritura, p. 201 Repaso gramatical: el subjuntivo IV	Prelectura #1: Cuento, Teatro o Novela Técnica literaria: Contexto histórico:	Discutir: Lectura #1 Cuento, Teatro o Novela Taller de escritura en clase Repaso gramatical: Usos del "se" I
Semana #13	12-Nov	14-Nov	16-Nov
	Prelectura #2: Cuento, Teatro o Novela Técnica literaria: Contexto histórico:	Discutir: Lectura #2 Cuento, Teatro o Novela Taller de escritura en clase Repaso gramatical: oraciones condicionales de si I	Repaso gramatical Entregar: Una reseña crítica (1er borrador) , pp. 44-45
Semana #14	19-Nov	21-Nov	23-Nov
	Capítulo #6: La Moral a Prueba Preparar: El crimen del Padre Amaro, pp. 240-241 Contexto histórico: Estructuras de poder	Receso de Acción de Gracias no hay clases	Receso de Acción de Gracias no hay clases
Semana #15	26-Nov	28-Nov	30-Nov
	Discutir: El crimen del Padre Amaro, pp. 240-247 Escribir Taller de escritura, p. 247 Repaso gramatical: oraciones condicionales de si II	Prelectura #1: Cuento, Teatro o Novela Técnica literaria: Contexto histórico:	Discutir: Lectura #1 Cuento, Teatro o Novela Taller de escritura en clase Repaso gramatical: Usos del "se" II
Semana #16	3-Dec	5-Dec	
	Presentaciones de proyectos	Presentaciones de proyectos	Reading day
Examen final:			