

**San José State University**  
**Department of World Languages and Literature**  
**SPAN 101B-01, Advanced Spanish, Spring 2018**

**Course and Contact Information**

Instructor:	Teresa Estrabao
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Office Hours:	Thursday 11:00-11:15AM, 2:00-2:30PM or by appointment.
Class Date and Time:	Tuesday-Thursday 4:30-6:10PM
Classroom:	Sweeney Hall #420
Prerequisites:	To take this course you must have completed twenty units of college-level Spanish (including SPAN 101 A) or its equivalent.

**MYSJSU Messaging**

Course materials, such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor) to learn of any updates.

**Course Description**

In this course the students develop the ability to write and speak correctly in Spanish. Readings and commentaries by many modern writers, with the study of grammar, will serve as a basis for expanding the vocabulary of students, reaffirming and developing their knowledge about the correct use of language and placing them in touch with Hispanic culture.

**Course Goals and learning Objectives**

- Readings and discussion of literary selections from some of the most representative authors of Hispanic literature (Gabriel Garcia Marquez, Isabel Allende, Mario Vargas Llosa, Ana M. Matute, Laura Esquivel, Rosario Ferré, Jorge Luis Borges, Horacio Quiroga, Reynaldo Arenas).
- Study of the lexicon of the Spanish and Hispanic uses of semantic variants as reflected in the various literary selections.
- Study and practice the art of essay writing.

- Research projects and oral presentations on Hispanic cultural issues.
- Study of the most problematic grammar areas for students of Spanish (syntax, spelling, use of the subjunctive, pronouns, adjectives, and prepositions).

### Course Learning Outcomes

Upon successful completion of this course, students will be able to:

- Analyze different representative literary texts of Spanish literature.
- Demonstrate knowledge of different Spanish lexical and semantic varieties.
- Write different types of academically compositions.
- Write and present orally in scholarly fashion.
- Demonstrate mastery of Spanish grammar.

### Required Textbooks

A. Cándido Ayllón - Paul Smith, and Antonio Morillo. *Spanish Composition Through Literature*, 6th edition. Englewood Cliffs: Prentice Hall, 2006.

B. A good Spanish/English dictionary that you can bring to class is *highly recommended*

### Useful Websites

Diccionario de la Real Academia Española en línea [www.rae.es](http://www.rae.es)

Diccionario de sinónimos en español en línea <http://www.wordreference.com/sinonimos/>

Conjugador de verbos <http://www.gedlc.ulpgc.es/investigacion/scogeme02/flexver.htm>

### Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

### Attendance and participation in class

It is essential to attend classes regularly, PARTICIPATE ACTIVELY in the discussions, to be organized and have prepared assignments before coming to class (including chapter readings), to pay attention and to be respectful in class. **You must only speak Spanish in the classroom.** Your participation with these standards will improve your final grade.

**Journal and Discussion Entries:** The first half of the semester (until the midterm), there will be a weekly discussion topic on Canvas *in addition* to a weekly journal topic written in class. Each student will write in his or her journal for 15 minutes (approximately 200 words) at the beginning of class- the topic for the day will always be written on the board, and I will be post it in Canvas before class, as the students will bring idea about it. (but the student has to write in class). You will miss the opportunity to complete this assignment if you are late or absent because journal entries cannot be made up, no exceptions.

**Homework:** I will explain the homework at the end of every class and also I will post it on Canvas under *Assignments/homework* No late work will be accepted, unless arrangements have been made with me in advance. If you are not able to be in class when an assignment or any homework is due, **you must send me your work via Email before class begins** and you must

bring me a hard copy the following class meeting. All homework assignments to collected must be typed.

**Compositions:** Each student will write three formal compositions throughout the course of the semester, on topics proposed by instructor, each of which will be focused on a different mode of writing. Each paper will be double-spaced, in 12 point Times New Roman font, written and proofread entirely, independently, and exclusively in Spanish. These should incorporate knowledge of vocabulary and grammar studied in class. Each composition must be written twice. In the first draft, the review will be given in group with its own partners. The teacher will give a guide to follow to make the corrections, the instructor will indicate the necessary corrections and suggestions to be incorporated into the final version. The final grade of each composition is the rating of the second (last) version. The compositions will be graded and returned to students with feedback based on rubric scoring form. More information regarding each paper will be giving throughout the semester. In addition to the three papers, each student will participate in several in-class writing activities (composition in class).

**Oral Presentations:** After the midterm a part of improving language skills entails being able to orally present material to a group. Each group will make an oral presentation with a brief written report to turn in on the appointed day. To this end, there will be a series of formal and informal student presentations throughout the semester. These will be centered on topics related to the reading, as well as other cultural and current events in the Spanish-speaking world, approved by instructor and researched by the students. No test or tasks after the specified due date set in the calendar year at the end of this document will be accepted. Additional details and criteria regarding the presentations will be discussed throughout the semester

**Cinematographic activities:** We will have three films during the semester. Each films have a questionnaire. The questions will be given to the student a class before presenting the film, so the students will have an idea about the content of the film; answers will be due the next week. Answer will require critical thinking and in-depth analysis. Students will work on the questionnaires in groups, and every group will turn in one questionnaires' on the following week. The grade on these questionnaires will be based on the work done by the group. The answers must be typed. **Late deliveries are not accepted.**

### **Exams and Tasks**

During the course we will study six chapters 101B (6-12) from the textbook *Spanish Composition Through Literature*. There will be a midterm and a final exam that will cover the material learned and reviewed in class. There will be no surprises!

### **Grading Policy**

Final grades at the end of the course will be based on work done in class (preparation of tasks, participation, presentations, etc.) and in the notes of the different tests and compositions. Their distribution is as follows:

♣ Midterms -----	15%
♣ Compositions -----	30%
♣ Group Oral Presentations-----	5%
♣ Homework -----	10%

- ♣ Class Participation ----- 5%
- ♣ Final Exam ----- 15%
- ♣ Journal entries----- 5%
- ♣ Cinematographic Activities----- 15%

A+ = 100-99%	A = 98-94%	A- = 93-90%
B+ = 89-87%	B = 86-84%	B- = 83-80%
C+ = 79-77%	C = 76-74%	C- = 73-70%
D+ = 69-67%	D = 66-64%	D- = 63-60%
F = 59- 0%		

### **Classroom Protocol**

**ATTENDANCE AND PUNCTUALITY:** ATTENDANCE AND PUNCTUALITY ARE ESSENTIAL FOR SUCCESS. In the case of an unavoidable absence, the student is responsible for notifying the instructor ahead of time and obtaining class notes and any other assignments from a classmate. Remember that some key documents/handouts will be posted online through Canvas.

**FOOD AND DRINK:** As a general rule at San José State University, food is not allowed in classrooms. Moreover, since this is a class with a heavy emphasis on oral interaction and group work, bringing food to class represents a major impediment to effective participation. Coffee, tea, etc. are permitted to the extent that no garbage is left behind and students take care to avoid spillage.

**PARTICIPATION:** Since the classroom portion of this course is heavily focused on oral communication skills, students should be ready and willing to interact with the instructor and fellow students during every session starting with the first day of class.

**ELECTRONIC DEVICES:** For the most part, personal electronic devices, including cellular telephones, laptop computers, personal music players, etc., are to be turned off and stored during class. The instructor will inform you when you are allowed to browse the Internet for any class-related research or consultation. **Do not text or use a cell phone during class lectures.**

**Cautionary Note:** Please be aware that we will be reading and discussing literary text and watching film with sensitive and/or controversial topics that are necessary as part of the learning process of different cultural backgrounds.

**RECORDING THE CLASS:** No audio/video recording of the class is permitted unless it is approved by the instructor

### **University Policies**

#### **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The Late Drop Policy is available at

<http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

### **Academic integrity**

Students should know that the University's Academic Integrity Policy is available at [http://sasjsu.edu/judicial\\_affairs/faculty\\_and\\_staff/academic\\_integrity/index.html](http://sasjsu.edu/judicial_affairs/faculty_and_staff/academic_integrity/index.html). Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at [http://www.sa.sjsu.edu/judicial\\_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, assignments are to be completed by the individual student, except for the group presentation. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

Note that the instructor can typically tell if a student has been using the work done by someone with a much higher mastery of the Spanish language. Do your own work, and only ask for help on isolated words; do not copy phrases or sentences from others sources and use them as your own.

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

### **Student Technology Resources**

The WLL (World languages & Literatures) Media Center is located in Clark Hall 208. Computer labs for student use are available in the Academic Success Center at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

### **SJSU Peer Connections**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving

your first semester at SJSU, and other related topics. A computer lab and study spaces are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10<sup>th</sup> and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at <http://peerconnections.sjsu.edu> for more information.

### **Canvas**

Canvas (<https://sjsu.instructure.com/>) will be used to download documents or important files for the class, such as the green sheet, references regarding accents, etc., and some tasks. However, to communicate with the instructor, students should use the email: [teresa.estrabao@sjsu.edu](mailto:teresa.estrabao@sjsu.edu).

## Course Schedule

### SPAN 101B-01 Advanced Spanish, Spring 2018

This schedule is tentative and subject to change according to the students' progress in the course.  
Any changes will be announced and discussed in class.

Week	Date	Topics, Readings, Assignments, Deadlines
1	Thur, Jan 25	Introducción del curso: Descripción y requisitos. Presentaciones. Ejercicio de escritura. Preguntas de introducción al capítulo 6
1	Tues, Jan 30	<b>Journal en clase.</b> Repaso de gramática. Preguntas de introducción al capítulo 6. Breve introducción al capítulo 6 (pg.138).
2	Thur, Feb 1	Preguntas de introducción. Léxico, Práctica (pg.141). Lectura capítulo 6: “ <i>La ciudad y los perros</i> ” (138) Contestar las preguntas de contenido, interpretación y estilo. Enfoque. <b>Composición en clase. Journal en Canvas</b>
2	Tues, Feb 6	<b>Journal en clase.</b> Cont. Cap. 6 Repaso gramatical. Práctica. Traducciones y ejercicios. <b>Taller de redacción:</b> La reseña (handout) ( <b>tema de la primera composición</b> )
3	Thur, Feb 8	Cont. Cap. 6. Ejercicios. Práctica. Lectura en clase: Fernando Botero: <i>una gloria de Colombia</i> (handout). Preguntas de introducción al capítulo 7. <b>Journal en Canvas</b>
3	Tues, Feb 13	<b>Journal en clase.</b> Preguntas de introducción. Léxico, Práctica (pg.169). Lectura capítulo 7: “ <i>La rama seca</i> ” (165) Contestar las preguntas de contenido, interpretación y estilo. Enfoque <b>Revisión en grupo de la primera composición: La reseña</b>
4	Thur, Feb 15	Cont. Cap. 7 Repaso gramatical. Práctica. Traducciones y ejercicios. Lectura en clase: <i>Simón Bolívar: el Gran Libertador</i> (handout). <b>Journal en Canvas</b>
	Tues, Feb 20	<b>Journal en clase.</b> Cont. Cap. 7. Ejercicios. Práctica. <b>Entrega de la última versión de la primera composición (la reseña).</b> Preguntas de introducción al capítulo 8
5	Thur, Feb 22	Preguntas de introducción. Léxico, Practica (pg.195) Lectura capítulo. 8 “ <i>Con los ojos cerrados</i> ” (191) Contestar las preguntas de contenido, interpretación y estilo. Enfoque. <b>Journal en Canvas.</b>
5	Tues, Feb 27	<b>Journal en clase.</b> Cont. Cap. 8 Repaso Gramatical. Práctica. Traducciones y ejercicios. <b>Taller de redacción:</b> El ensayo de opinión (handout) ( <b>tema para la segunda composición</b> ). <b>Composición en clase</b> Entrega del cuestionario “ Como agua para chocolate”
6	Thur, Mar 1	Película « Como agua para chocolate » <b>Journal en Canvas.</b>
6	Tues, Mar 6	<b>Journal en clase.</b> Cuestionario de la película en grupo. Léxico, Práctica (pg.227) Lectura capítulo. 9 “ <i>Como agua para chocolate</i> ” (222). Contestar las preguntas de contenido, interpretación y estilo. Enfoque.

Week	Date	Topics, Readings, Assignments, Deadlines
7	Thur, Mar 8	Cont. Cap. 9 Repaso gramatical. Práctica. Traducciones y ejercicios. <b>Revisión de la segunda composición en clase (ensayo de opinión). Journal en Canvas</b>
7	Tues, Mar 13	<b>Journal en clase.</b> Cont. Cap. 9. Preguntas de introducción al capítulo 10. Entrega del cuestionario “Como agua para chocolate”. <b>Repaso para el primer examen parcial.</b>
8	Thur, Mar 15	<b>Primer examen parcial. (Capítulos 6, 7,8). Entrega de la versión final (comp. #2 Ensayo de opinión). Journal en Canvas.</b>
8	Tues, Mar 20	Preguntas de introducción. Léxico, práctica (pg.Cap.253). Lectura capítulo 10 “ <i>La dificultad de ser artista y cubano</i> ” (249) Contestar las preguntas de contenido, interpretación y estilo. Enfoque
9	Thur, Mar 22	Cont. Cap.10 Repaso gramatical. Traducciones y ejercicios. <b>Taller de redacción:</b> Rasgos de los buenos lectores y sus preguntas claves, o como empezar a pensar de una manera critica (handout). <b>Entregar lectura para la primera presentación oral en grupo. (&lt;La rana que queria ser una Rana auténtica&gt; Augusto Monterroso (handout)</b>
9	<b>Tues, Mar 27</b>	Spring break
10	<b>Thur, Mar 29</b>	Spring break
10	Tues, Apr 3	<b>Presentaciones en grupo.</b> (Augusto Monterroso). Ejercicios, prácticas. Lectura en clase: <i>Carta abierta a mi nieto o nieta</i> . Juan Gelma (handout). Entregar el cuestionario de “Fresa y chocolate”. <b>Composición en clase</b>
11	Thur, Apr 5	<b>Película “Fresa y chocolate”.</b> Entregar preguntas de introducción al capítulo 11
11	Tues, Apr 10	Cuestionario Fresa y chocolate en grupo. Preguntas de introducción. Léxico, practica (pg.281) Lectura capítulo 11 “La Tabla de Flandes”. Contestar las preguntas de contenido, interpretación y estilo. Enfoque
12	Thur, Apr 12	Cont. Capítulo 11 Repaso gramatical. Traducciones y ejercicios. <b>Taller de redacción: Ensayo informativo (handout) (tema para la tercera composicion).</b> Lectura para la presentación oral en grupo(<¿Cuál es la diferencia entre pluriculturalidad e interculturalidad?> Miguel Rodrigo Alsina
12	Tues, Apr 17	<b>Presentaciones en grupo</b> (Miguel Rodrigo Alsina). Cont. capítulo 11 Ejercicios y prácticas. Lectura en clase: <La Palliri> Victor Montoya (handout). Preguntas de introducción al capítulo 12
13	Thur, Apr 19	Preguntas de introducción. Léxico, práctica (pg.305) Lectura capítulo 12 “ <i>La casa de Asterión</i> ”. Contestar cuestionario (handout). Enfoque. <b>Entregar lectura para la presentación en grupo(Fragmento de &lt;Nuestra América&gt; José Martí (handout)</b>
13	Tues, Apr 24	<b>Presentaciones en grupo</b> (José Martí) Cont. capítulo 12 Repaso gramatical. Traducciones y ejercicios. <b>Revisión del primer borrador de la composicion #3 en grupo (ensayo informativo). Entregar cuestionario de “Mar adentro”</b>



<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
14	Thur, Apr 26	<b>Película “Mar adentro”</b>
14	Tues, May 1	Cuestionario de “Mar adentro” en grupo. Ejercicios y práctica. Lectura en clase. (handout) <b>Entrega de la última versión de la composición #3 (ensayo informativo). Composición en clase</b>
15	Thur, May 3	Cont. Capítulo 12 ejercicios, practica. <b>Lectura para la presentación en grupo (&lt;La memoria porfiada&gt; Eduardo Galeano.</b>
15	Tues, May 8	<b>Presentación en grupo</b> (Eduardo Galeano) Repaso para el examen final.
16	Thur, May 10	Repaso para el examen final. Entrega del cuestionario de “Mar adentro”
Final	<b>Final Exam</b>	<b>Thursday, May 17. 14:45-17:00</b>