

**San José State University**  
**Department of World Languages and Literature**  
**SPAN 101A: Advanced Spanish (Section 1) Fall 2018 [4 Units]**

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<b>Office Hours:</b>	Monday: 10:30-11:00AM Wednesday: 1:30 PM
<b>Class Date &amp; Time:</b>	Monday- Wednesday 8:30-10:10AM
<b>Classroom:</b>	Clark Building #208
<b>Prerequisites:</b>	To take this course you must have completed twenty units of college-level Spanish ( <i>including</i> SPAN 20B <i>or</i> SPAN 25B <i>or</i> equivalent)

**Course Description**

Spanish 101A is the beginning of a two-semester sequence of Advanced Spanish and is one of the core requirements for a Spanish major and Spanish minor. This course is appropriate both for students learning Spanish as a foreign language and for native speakers of Spanish who acquired the language in childhood, in the home environment. It is designed to enable students to develop and perfect their reading proficiency, writing competency, and oral communication skill and to acquire a formal (rather than an intuitive) knowledge of Spanish grammar. Also, since many students who take this course intend to work as Spanish teachers, tutors, or translators, the course emphasizes not only the correct use of grammatical structures but also the ability to explain why such structures are used. The specific focus of this course is on the followings points: development of descriptive and narrative writing with accurate grammar, spelling, and accentuation; development of attentive reading skills; expansion of vocabulary; and formal acquisition of the technical terminology necessary to describe and explain grammar. This is achieved by means of the reading, analysis, and oral discussion of brief literary and non-literary texts; the review of grammatical concepts and structures; constant spelling and vocabulary practice activities; oral reading activities; and frequent brief writing assignments.

**Canvas/MySJSU**

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). You are also responsible for regularly checking <http://my.sjsu.edu> to learn of any administrative updates. For support, visit the regular e-campus site at: <http://www.sjsu.edu/at/ec/canvas/>.

## Course Goals and Learning Objectives

- Apply tentative reading strategies to increase comprehension of written texts and to enable critical reading.
- Recognize and produce grammatical structures needed to describe and narrate in Spanish in primarily in the present and past timeframe.
- Use written accent marks appropriately in Spanish and justify their uses with specific grammar rules.
- Study of the lexicon of the Spanish and Hispanic uses of semantic variants as reflected in the various literary selections.
- Demonstrate skill in writing about known topics using description and narration. Study and practice the art of essay writing.
- Research projects and oral presentations on Hispanic cultural issues.

## 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 <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 Entries:** I will post a quote on Canvas weekly from a well-known person who has influenced the world through literature, social or political means. Students will write a small personal reflection about the quote and a short passage about the quote's author. **I will collect it every three weeks. I will not accept late submissions, no exceptions.**

**Homework:** I will explain the homework at the end of every class and I will also 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 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 a rubric scoring form.

Also, students will write three compositions in class, usually during the last 15 minutes of the assigned day. The topic is already listed on the syllabus. Students are not allowed to bring their notes when they write the composition in class. More information regarding each paper will be giving throughout the semester. In addition to these compositions, each student will participate in several in-class writing activities.

**Oral Presentations:** 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 turned in on the appointed day on the topic that the professor provides. 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.

**Film Questionnaires:** We will have films during the semester. Each film has a questionnaire. The questions will be given to the student the class prior to the film so students will have an idea about the content of the film; answers will be due a week after the film has been shown. Students will work on the questionnaires in groups, and every group will turn in one questionnaire on the following class. The grade on these questionnaires will be based on the work done by the group. The answers must be typed. **Late work will not be accepted.**

**Exams and Tasks:** During the course we will study five chapters 101B (1-5) 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! Students who do not take the final examination during the schedule time will ordinarily receive an F grade.

### **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:

Homework	10%
Group Oral Presentations	5%
Class Participation	5%
Journal Entries	5%
Compositions	30%
Film Questionnaires	15%
Midterms	15%
Final Exam	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

The basic classroom protocol includes:

1. You are expected to treat faculty and other students with RESPECT. Do not disrupt class by leaving and reentering during class or using mobile phone. Do not distract us by chatting. Be attentive to comments made by the instructor and by your peers. Do not sleep, play with your laptop, study for another course, read the newspaper, write letters, etc. Students who violate these minimal expectations will be asked to leave.
2. You are expected to PREPARE FOR THE CLASSES (i.e. corresponding readings, assignments, etc.) according to the schedule included on the last pages of this syllabus.
3. ELECTRONIC DEVICES: All personal electronic devices, including cellular telephones, laptop, computers, personal music players, etc., are to be turned off and stored during class.
4. As a general rule at San Jose State University, food and drink are not allowed in classrooms.

**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.

### University Policies

#### General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view University Policy S90-5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf> and SJSU current semester's *Policies and Procedures*, at <http://info.sjsu.edu/static/catalog/policies.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

### **Adding and Dropping**

“Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops is available at <http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html>. Information about late drop is available at <http://www.sjsu.edu/sac/advising/latedrops/policy/>. Students should be aware of the current deadlines and penalties for adding and dropping classes.”

### **Classroom Recording**

University Policy S12-7, <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor’s permission to record the course.

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

### **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 [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) 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**

Computers for student use are available in the Carmen Sigler Media Center in Clark 208. 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’ free tutoring and mentoring is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. Peer Connections tutors are trained to provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group and individual tutoring are available. Peer Connections mentors are trained to provide support and resources in navigating the college experience. This support includes assistance in learning strategies and techniques on how to be a successful student. Peer Connections has a learning commons, desktop computers, and success workshops on a wide variety of topics. For more information on services, hours, locations, or a list of current workshops, please visit Peer Connections website at <http://peerconnections.sjsu.edu> for more information.

### **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 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.

# SPAN 101A - Advanced Spanish (Section 01) Fall 2018

## (Tentative) Course Schedule

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	Wed, Aug. 22	Introducción del curso. Descripción y requisitos. Presentaciones.
2	Mon, Aug. 27	<b>La lectura y la Escritura (handouts). Taller de redacción: La descripción. Tema para la composición #1.</b> Preguntas de introducción al capítulo 1.
2	Wed, Aug. 29	Preguntas de introducción. Léxico (pg.5) Practica. <b>Capítulo 1</b> Lectura “ <i>La siesta del martes</i> ” pg.1 Preguntas de contenido interpretación y estilo. <b>Enfoque pg. 23.</b>
3	<b>Mon, Sep. 3</b>	<b>Labor day. Campus closed.</b>
3	Wed, Sep. 5	Cont. Cap.1 Repaso gramatical. Ejercicios. Lectura en clase (handout)” La lengua que heredamos”. <b>Revisión del primer borrador composición # 1 en clase.</b> Preguntas de introducción al capítulo 2.
4	Mon, Sep. 10	Preguntas de introducción. Léxico (pg.30) Practica. <b>Capítulo 2</b> Lectura “ <i>La casa de los espíritus</i> ” pg. 25. Preguntas de contenido interpretación y estilo. <b>Enfoque pg. 51.</b>
4	Wed, Sep. 12	Cont. Cap.2 Repaso gramatical. Traducciones. Ejercicios y actividades del capítulo. Lectura en clase (handout)” Grupos hispanos en los Estados Unidos”. <b>Entrega del Journal (1-3).</b>
5	Mon, Sep. 17	Cont. Cap.2 Resume y actividades en general del capítulo 2. <b>Taller de redacción: Técnicas para un ensayo de “información”.</b> Ensayo de “información”. <b>Entrega de la última versión composición #1</b> (La descripción). Preguntas de introducción al capítulo 3. <b>Quiz (cap. 1-2).</b>
5	Wed, Sep.19	Preguntas de introducción. Léxico pg. 57 Ejercicios. Capítulo 3 lectura “Familia” pg. 52. Preguntas de contenido interpretación y estilo. <b>Composicion en clase #1</b> (los últimos 15 minutos) “La práctica de tatuarse el cuerpo”. <b>Enfoque pg. 79.</b>
6	Mon, Sep. 24	Cont. Cap.3 Repaso gramatical. Traducciones. Ejercicios y actividades del capítulo. Lectura en clase (handout) “Santo Domingo: Ciudad primada de las Américas”. <b>Entrega del ensayo de información.</b>
6	Wed, Sep. 26	Cont. Cap. 3. Resumen y actividades en general del capítulo 3. <b>Entrega del cuestionario “Voces inocentes”.</b> <b>Taller de redacción: Técnicas para la narración. (Tema para la composición #2).</b> Preguntas de introducción al capítulo 4
7	Mon, Oct. 1	Película « Voces inocentes »
7	Wed, Oct. 3	Cont. De la película. Trabajo en equipo en el cuestionario de “Voces inocentes”.
8	Mon, Oct. 8	Preguntas de introducción. Léxico pg. 85. Ejercicios. <b>Enfoque pg. 107.</b>
8	Wed, Oct. 10	Cont. Cap. 4 lectura “Los cauces del neologismo” pg. 81. Preguntas de contenido, interpretación y estilo. <b>Revisión del primer borrador comp. #2 (la narración) en clase.</b> <b>Entrega del journal (4-6).</b>

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
9	Mon, Oct. 15	Cont. Cap. 4. Repaso gramatical. Traducciones. Ejercicios y actividades en grupo. Entrega final del cuestionario de “Voces Inocentes”. <b>Repaso para el primer examen parcial. (Capítulos 1, 2, 3).</b> <b>Composición en clase #2</b> (los últimos 15 minutos) <b>Inmigrantes sin documentación.</b>
9	Wed, Oct. 17	<b>Primer examen parcial. (Capítulos 1,2,3). Entrega de la versión final comp. #2 La narración.</b> Preguntas de introducción al capítulo 5.
10	Mon, Oct. 22	Cont. Capítulo 4 Lectura en clase (handout) “Las garífunas de Honduras” <b>Preguntas de introducción. Léxico pg. 112. Ejercicios. Enfoque pg. 137. Quiz (cap. 4).</b>
10	Wed, Oct. 24	Cont. Cap. 5 lectura “Nada” (pg.109). Contestar preguntas de contenido, interpretación y estilo. Repaso Gramatical. Traducciones. Ejercicios y actividades del capítulo. <b>Entregar el cuestionario de la película.</b>
11	Mon, Oct. 29	Película. <b>Entrega del journal (7-9).</b>
11	Wed, Oct. 31	Cont. De la Película. Trabajo en equipo en el cuestionario de la película. Actividades.
12	Mon, Nov. 5	<b>Cont. Cap. 5</b> Ejercicios y actividades del capítulo. <b>Composicion en clase #2 (últimos 15 minutos)</b> “Las ruinas de la antigüedad”.
12	Wed, Nov. 7	Cont. Cap. 5 Ejercicios y actividades. <b>Taller de redacción: El cuento. (Tema para la composicion #3).</b>
13	<b>Mon, Nov. 12</b>	<b>Veterans Day. Campus closed.</b>
13	Wed, Nov. 14	Cont. Cap. 5 Ejercicios, practicas. Lectura en clase (handout) Simón Bolívar: el Gran Libertador” <b>Taller de redacción: Técnicas para el ensayo de opinión. Ensayo de opinión.</b>
14	Mon, Nov. 19	Cont. <b>Revisión en clase de la primera versión del cuento.</b> Actividades en grupo y ejercicios. <b>Quiz (cap. 4, 5).</b>
14	Wed, Nov. 21	<b>Entrega del ensayo de opinión.</b> Ejercicios y actividades. Lectura en clase (handout) “Carta de un lector”.
15	Mon, Nov. 26	Repaso para el examen final. <b>Entrega de la última versión de la composición #3. Composición en clase#3 (últimos 15 minutos)</b> “La conservación de ruinas incaicas”.
15	Wed, Nov. 28	Presentaciones orales. Ejercicios, practicas.
16	Mon, Dec. 3	Presentaciones orales. Ejercicios, repaso para el examen final.
16	Wed, Dec. 5	Presentaciones orales. Repaso para el examen final.
17	Mon, Dec. 10	Presentaciones orales. Repaso para el examen final.
<b>Finals</b>	<b>Wed, Dec. 12</b>	<b>FINAL EXAM - Miercoles, diciembre 12 de 0715-0930</b>