

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

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<b>Office Hours:</b>	Tuesday 12:00-12:30AM, Wednesday 1:30-2:00PM or by appointment.
<b>Class Days/Time:</b>	Tuesday/Thursday: 8:30-10:10AM
<b>Classroom:</b>	Boccardo Business #203
<b>Prerequisites:</b>	To take this course you must have completed twenty-four units of college-level Spanish language ( <i>including</i> 101A) <i>or</i> its equivalent

**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.

**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**

- 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 <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:** La primera parte del semestre (hasta el midterm), Cada semana tendrán un tema de discussion en Canvas, además de escribir una vez a la semana en clase un journal. 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 on Canvas before class so students may think about the topic. **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 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 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.

**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.

**Film Questionnaires:** We will have three films during the semester. Each film has a questionnaire. The questions will be given to the student at the prior class before the viewing of 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 questionnaire the following week. The grade on these questionnaires will be based on the work done by the group. The answers must be typed. **Late entries 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:

Homework	10%
Group Oral Presentations	5%
Class Participation	5%
Journal Entries	5%
Compositions	30%
Film Activities	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 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.

## SPAN 101B - 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	Tue, Aug. 21	Introducción del curso: Descripción y requisitos. Presentaciones. Ejercicio de escritura. Preguntas de introducción al capítulo 6.
1	Thu, Aug. 23	<b>Journal en clase.</b> Repaso de gramática. Preguntas de introducción al capítulo 6. Breve introducción al capítulo 6 (pg.138).
2	Tue, Aug. 28	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. <b>Enfoque. Journal en Canvas.</b>
2	Thu, Aug. 30	<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	Tue, Sept. 4	Cont. Cap. 6. Ejercicios. Práctica. Lectura en clase: Gloria Fuertes “Geografía humana” (handout). Actividades. Preguntas de introducción al capítulo 7. <b>Journal en Canvas. Composición en clase #1 (tema en Canvas).</b>
3	Thu, Sept. 6	<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. <b>Enfoque. Revisión en grupo de la primera composición: La reseña.</b>
4	Tue, Sept. 11	Cont. Cap. 7 Repaso gramatical. Práctica. Traducciones y ejercicios. Lectura en clase: “ <i>Preámbulo a las instrucciones para dar cuerda a un reloj</i> ” Julio Cortázar. Actividades. <b>Journal en Canvas.</b>
	Thu, Sept. 13	<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	Tue, Sept. 18	Preguntas de introducción. Léxico, Práctica (pg.195) Lectura capítulo. 8 “ <i>Con los ojos cerrados</i> ” (191) Contestar las preguntas de contenido, interpretación y estilo. <b>Enfoque. Journal en Canvas.</b>
5	Thu, Sept. 20	<b>Journal en clase.</b> Cont. Cap. 8 Repaso Gramatical. Práctica. 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 crítica (handout). <b>Tema para la segunda composición (Canvas). Entrega del cuestionario de la película</b>
6	Tue, Sept. 25	Película <b>Journal en Canvas.</b>
6	Thu, Sept. 27	<b>Cont. De la película.</b> Cuestionario de la película en grupo. Léxico, Práctica (pg.227). Lectura capítulo. 9 “ <i>Como agua para chocolate</i> ” (222). Contestar las

Week	Date	Topics, Readings, Assignments, Deadlines
		preguntas de contenido, interpretación y estilo. <b>Enfoque.</b>
7	Tue, Oct. 2	Cont. Cap. 9. Repaso gramatical. Práctica. Traducciones y ejercicios. <b>Revisión de la segunda composición en clase. Journal en Canvas.</b>
7	Thu, Oct. 4	<b>Journal en clase.</b> Cont. Cap. 9. Preguntas de introducción al capítulo 10. Entrega final del cuestionario de la película. <b>Repaso para el primer examen parcial. Composición en clase #2</b> (Tema en Canvas).
8	Tue, Oct. 9	<b>Primer examen parcial. (Capítulos 6, 7,8). Entrega de la versión final de la segunda comp. Preguntas de introducción al cap. 10.</b>
8	Thu, Oct. 11	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.) <b>Entregar lectura para la presentación oral #1 en grupo” Cuento del cronista” Tino Villanueva (handout) Enfoque.</b>
9	Tue, Oct. 16	Cont. Cap.10 Repaso gramatical. Traducciones y ejercicios. <b>Taller de redacción:</b> Ideas y experiencias previas al acercarse a un texto literario (handout).
9	Thu, Oct. 18	Cont. Cap. 10 Actividades generales del capítulo 10. Presentaciones en grupo (Tino Villanueva). <b>Entregar lectura para la presentación oral #2.</b> “Los prejuicios “ Marcelo Colussi.
10	Tue, Oct. 23	Ejercicios y prácticas. Lectura en clase: Actividades. Lectura en clase: “Las horas bajas” Roxana Sélum (handout). Entregar el cuestionario de la película.
10	Thu, Oct. 25	Película.
11	Tue, Oct. 30	<b>Cont. De la película.</b> Cuestionario de la película en grupo. Entregar preguntas de introducción al capítulo 11.
11	Thu, Nov. 1	<b>Presentación oral (Marcelo Colussi).</b> Cont. Del cap.11 Preguntas de introducción. Léxico, practica (pg.281) Lectura capítulo 11 “La Tabla de Flandes”. Contestar las preguntas de contenido, interpretación y estilo. <b>Enfoque. Tema para la presentación oral #3 “En un barrio de Los Ángeles”</b> Francisco X. Alarcón.
12	Tue, Nov. 6	Cont. Capítulo 11 Repaso gramatical. Traducciones y ejercicios. <b>Taller de redacción: Como comenzamos la lectura de un texto literario (handout). Tema para la tercera composición. (Canvas)</b>
12	Thu, Nov. 8	<b>Presentación oral en grupo</b> (Francisco X. Alarcon) Cont. capítulo 11 Ejercicios y prácticas. Lectura en clase: <La Palliri> Victor Montoya (handout). Preguntas de introducción al capítulo 12. <b>Entrega final del cuestionario de la película. Tema para la presentación oral en grupo: “Las dulces señoras” Marjorie Agosín.</b>
13	Tue, Nov. 13	Preguntas de introducción. Léxico, práctica (pg.305) Lectura capítulo 12 “ <i>La casa de Asterión</i> ”. Contestar cuestionario (handout). <b>Enfoque. Entregar lectura. para la presentación en grupo(“En un barrio de Los Ángeles”</b> Francisco X. Alarcón) (handout).

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
13	Thu, Nov. 15	<b>Presentaciones en grupo</b> (Marjorie Agusín) Cont. capítulo 12 Repaso gramatical. Traducciones y ejercicios. <b>Revisión del primer borrador de la composición #3 en grupo. Entregar cuestionario de “Mar adentro”. Tema para la presentación oral “Dame tiempo hermano” Javier de Viana.</b>
14	Tue, Nov. 20	<b>Película “Mar adentro”.</b>
<b>14</b>	<b>Thu, Nov. 22</b>	<b>Día de Acción de Gracia. No clases.</b>
15	Tue, Nov. 27	Cuestionario Mar Adentro en grupo. Ejercicios y práctica. Cont. Capítulo 12. <b>Entrega de la última versión de la composición 3. Composición en clase #3 (Canvas).</b>
15	Thu, Nov. 29	<b>Presentación en grupo). Taller de redacción:</b> Elección del tema de investigación. Repaso para el examen final.
16	Tue, Dec. 4	Repaso para el examen final. Entrega del cuestionario de “Mar adentro”.
16	Thu, Dec. 6	Repaso final.
<b>Final</b>	<b>Thu, Dec. 13</b>	<b>Examen Final Jueves, diciembre 13 07:15-09:30AM.</b>