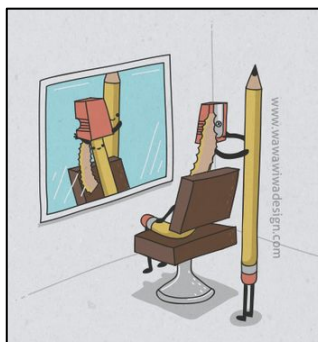


Rutgers, the State University of New Jersey
Department of World Languages and Cultures (Spanish)
Advanced Spanish composition and conversation (940:204)



Professor:	Dr. Silvia Perez-Cortes
Class Hours:	Mon/Wed: 2:05-3:25 pm (Armitage Hall-208)
Office Hours:	Mon: 12:30-1:30 pm / Wed: 4:00-5:00 pm 405-407 Cooper st (SOC building office #302)
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Welcome to Spanish 204, the second of a two-semester series for students who want to improve their writing and speaking abilities in Spanish. This course will not feature a specific textbook, but it will use a compilation of materials from various sources -complemented by photocopies and Powerpoints provided by the instructor and available through Sakai- to make this learning experience much more enjoyable.

I. PROGRAM LEARNING GOALS

Upon completion of a course in Spanish, students should be able to:

1. **Comprehend and produce a broad range of communicative structures**, showing sufficient control and understanding of complex critical and analytical statements in Spanish.
2. **Demonstrate a critical thinking ability** required to recognize and address complex textual analysis using appropriate tools.
3. **Recognize and understand literary, linguistic, and cultural texts** and apply digital tools across different texts and contexts.
- **Demonstrate a foundational knowledge of Hispanic linguistics, literatures and cultures** by locating, evaluating and contextualizing valid and reliable information.
5. **Engage the world with empathy and with understanding of the diversity of human experience** across Hispanic cultures.

II. COURSE OBJECTIVES

This course aims to help students acquire advanced communication skills in both oral and written Spanish through the interpersonal, interpretive, and presentational modes. Upon successful completion of this course, students will have:

1. Developed speaking skills in Spanish that will enable them to **understand the main points of a conversations** in a wide range of communicative contexts (either through interpersonal communication, or presentations, video and audio recordings).
2. Acquired the oral skills necessary to **converse without difficulty on various topics with native**

speakers and fellow Spanish students, demonstrating grammatical accuracy and the appropriate use of lexical expressions (i.e. vocabulary, linking words...)

3. Developed **advanced reading and writing comprehension skills** to foster their understanding and creation of academic and non-academic texts focused on a wide variety of issues and belonging to different genres.
4. Gained a **broader vocabulary inventory in Spanish** regarding traditional and contemporary issues.

III. REQUIRED COURSE MATERIALS

- Since this class will not have a specific textbook, it is **crucial** that students print out the assigned materials before class. All the necessary PDFs and photocopies will be posted in our Sakai page a day before our meeting.
- **Sakai's course page:** <https://sakai.rutgers.edu/portal>
- A good bilingual dictionary such as *The University of Chicago Spanish Dictionary*, *Oxford New Spanish Dictionary* or *Harper Collins Spanish Dictionary*.

IV. POLICIES AND REQUIREMENTS

- A. **ATTENDANCE:** A significant portion of your grade will depend on class work. Attendance is therefore **mandatory**. More than three unexcused absences during the course of the semester will result in lowering of the final grade. If you are absent more than the allowed number of days, then **5 percentage points per additional absence will be subtracted from your final grade in the course**, unless you present legitimate documentation. **Three late arrivals will count as an absence.**
- *An example of the grade penalty for excessive absences: A student accumulates 5 unexcused absences during the semester. The first three do not count against the student. The additional two absences will result in 2 points being subtracted from the final grade. Therefore, if the student's final grade is 90% (A) it will be lowered to a 88% (B+).*

If you are going to miss a class or evaluation, within 24 hours of your absence you are **required** to use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence.

- B. **PARTICIPATION & PREPARATION:** You are expected to participate **actively** in class. The class will emphasize the development of aural comprehension and speaking ability by means of interactive exercises and discussions of the readings and other assigned material. These activities will provide you with an important opportunity to practice grammatical constructions, vocabulary, and idioms. Classroom interaction also includes listening carefully to other students in order to engage in thoughtful dialogue. Making mistakes is part of learning a language and it will not affect your participation grade, whereas not being prepared for class will affect your grade. **You are expected to complete homework and thoroughly review the thematic material covered in class before our meeting time (see course calendar "assignment before class" for more information).**
- C. **ACCOMMODATIONS and ASSISTANCE:** Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

- D. **HOMEWORK:** You will complete all homework assigned from the various textbooks used, or Sakai and additional materials provided by your professor. Consult the course calendar for due dates. **Late or incomplete assignments will not be credited.** If it is necessary for you to be absent from class, it is your responsibility to submit your homework on time.
- E. **COMPOSITIONS:** There will be three compositions, two of them done at home and one in class. The compositions will be no more than 500 words in length, and you will be able to write a draft and a final version for every one of your submissions. Rubrics will be used to calculate the final grade by adding up each part (first version and rewrite) of the writing tasks. With regard to written assignments, students are not allowed to use computer-assisted translation or seek outside help in any form. In other words, the writing is to be entirely your own work (words and ideas). Any outside help writing the material is considered unacceptable collaboration and will be dealt with accordingly. You are responsible for reviewing the University's definitions and policies for plagiarism and academic dishonesty.

	Day
First composición	2/11
Second composición	3/27
Third composición	4/24

- F. **DEBATES:** There will be three oral debates that will take place during classtime. Even though they will be group discussions, students' skills will be based on individual performances using a rubric. These oral exercises will help students with their receptive and productive skills, and will cover a wide range of topics. A copy of the rubric used during the evaluation will be available on Sakai (Tab> Debates).

	Day
First Debate	2/18
Second Debate	4/29

- G. **NOTICIAS:** In order to improve students' oral and written expression, everybody will be asked to read a news article of their choice (preferably related to their major or academic interests) and present it to a partner every two weeks. The person listening will be asked to take notes on what they understood and they will hand it in to get feedback from the professor.

Guidelines: The student presenting (as well as the peers listening) will be expected to cover the following information:

WHAT: *What is the topic/event/situation described?*

WHERE: *Where did it occurred?*

WHO: *Who was involved/affected by it?*

WHY/HOW: *This includes the details of the news article.*

- H. **EXAMS:** There will be 3 exams administered during the semester. Each will be developed around a central theme that encompasses material covered since the last assessment. These tests will be completed during class time, and will not exceed the allocated 80 minutes. **There is no final exam for this class.** This is the preliminary calendar:

	Day	Chapters covered
First Exam	2/25	1-2
Second Exam	4/3	3-4
Third Exam	5/6	5-6

- **Make-up exams:** Students can only take make-up exams when they provide a documented excuse in case of illness or personal issues that disrupt their performance in the class.

H. **GRADE DISTRIBUTION and GRADING SCALE:** Grades will be calculated on a percentage basis. The grade will be based on the following evaluations:

GRADE DISTRIBUTION		DEPARTMENTAL GRADING SCALE	
Class participation	13%	A	90%-100%
Homework (textbook and photocopies)	15%	B+	87%- 89%
Compositions (3)	21%	B	80%- 86%
Exams (3)	25%	C+	77%- 79%
Debates (2)	20%	C	70% -76%
Noticias (2 + responses)	6%	D	60% -69%
		F	below 60%

I. **ACADEMIC CONDUCT:** It is the spirit of the Department of World Languages to support the authority of the instructors, and to encourage the spirit of respect and academic discipline in the classroom.

ATTENTION: MOBILE DEVICES POLICY
 Cell phones must be turned off or silenced at the beginning of each class period. If a student disregards this policy, they will be marked for one absence each time they are observed using a cell phone (for texting, calls, or internet use) during the class period

To maintain an excellent classroom environment appropriate for language learning keep the following in mind:

- ◆ Arrive on time. If an emergency comes up and somebody arrives late, or has to leave before the end of the class, make sure to let your professor know beforehand. If a student is late more than 3 times a semester, subsequent tardiness will be counted as an absence.
- ◆ Academic misconduct by a student shall include, but not be limited to, disruption of classes; threatening an instructor or fellow student in an academic setting; giving or receiving of unauthorized aid on examinations or other assignments; knowingly misrepresenting the source of any academic work; unauthorized changing of grades; plagiarizing of another's work; or otherwise acting dishonestly in research.
- ◆ Computers can be used to take notes. However, if the professor considers that the device is being used for entertainment purposes, they reserve the right of prohibiting their use in the future.

K. **Course calendar: Spring 2019** (Subject to change according to the needs of the students/course)

■ No hay clase
 ■ Tarea/Composición/Debate
 ■ Examen

Capítulo 1: Las telenovelas en la cultura hispana

Temas de gramática:

- Expresando eventos del pasado: cuestión de perspectiva
- Contrastes entre pretérito e imperfecto.

Mejorar nuestra redacción y conversación:

- Acentuación en los tiempos de pasado.
- Usos formales e informales del Spanglish en el léxico.

Week	Day	In class	Assignment before class
1	1/23	Introducción: - Conociéndonos mejor El sílabo: - Información general y tareas - Preguntas sobre el curso	-Revisar notas de cursos de español anteriores.
2	1/28	Las telenovelas -Características y ejemplos - <i>Lectura:</i> “Las telenovelas” y preguntas de comprensión - <i>Gramática (pasados):</i> - Usos, formas y práctica.	
	1/30	Telenovelas y sociedad -Representación del culebrón en ditintos países. -Difs. culturales EEUU y LA. -Práctica de gramática de pasados.	Tarea
3	2/4	Taller de escritura y habla: - Acentuación en los tiempos de pasado. - Vocabulario bilingüe: <ul style="list-style-type: none"> • Detectar usos formales e informales de palabras de Spanglish. 	Tarea

Capítulo 2: Los derechos humanos

Temas de gramática:

- Hipótesis presente (combinación presente de subjuntivo + condicional)
- Las preposiciones *por* y *para*

Mejorar nuestra redacción y conversación:

- Escribir o expresar nuestra tesis en ensayos o conversaciones académicas

Week	Day	In class	Assignment before class
3	2/6	Derechos básicos: - <i>Lectura:</i> “Los derechos humanos” + actividades de comprensión y vocabulario. - <i>Gramática:</i> Preposiciones “por” y “para”.	

4	2/11	Dos cuestiones peliagudas: -Videos: La eutanasia y la adopción. - Gramática: hacer hipótesis en el presente. • Teoría y práctica	Entregar composición 1
	2/13	La Guerra sucia en Argentina -Lectura “Preso sin nombre, celda sin número” y preguntas de comprensión. -Discusión repasando el uso de hipótesis.	Tarea
5	2/18	Debate 1	
	2/20	Taller de escritura y habla: - Presentar nuestros argumentos: • Uso del “se dice” y de nuestra opinión propia para apoyar tesis.	
6	2/25	Examen 1 (Capítulos 1 y 2)	

Capítulo 3: El rol de la mujer en la sociedad			
Temas de gramática:			
<input checked="" type="checkbox"/> Hipótesis sobre el pasado (Si mi madre <i>hubiera sido</i> presidenta, <i>habría habido</i> menos problemas)			
<input checked="" type="checkbox"/> El determinante: contraste entre el español y el inglés			
Mejorar nuestra redacción y conversación:			
<input checked="" type="checkbox"/> Combinar frases y palabras mediante conectores.			
<input checked="" type="checkbox"/> Evitar repeticiones en los textos.			
Week	Day	In class	Assignment before class
6	2/27	Mujeres de Juchitán -Video (fragmento)+ discusión. -Haciendo hipótesis en pasado: • Teoría y práctica	
7	3/4	Roles de género y arte: - ¿Reggeaton y violencia? - Video y canciones -Gramática: Uso del determinante y práctica.	Tarea
	3/6	Violencia doméstica: - Lectura: “Violencia doméstica en LA” - Video acerca del tema y discusión. -Práctica de hipótesis en pasado.	

8	3/11	Taller de escritura y habla: -Conectores discursivos: conectar palabras y frases de manera más efectiva. - Estrategias para repeticiones.	Tarea
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Capítulo 4: El bienestar y la salud

Temas de gramática:

- Unir frases usando los conectores *que, quien, cuando, donde, el/la/los/las que, cuyo...* (manual de gramática)

Mejorar nuestra redacción y conversación:

- Uso de los conectores *sino, porque, sino que.*
- Práctica de conectores discursivos

Week	Day	In class	Assignment before class
8	3/13	Sistemas de salud en L.A. y España - <i>Lectura:</i> “Notas culturales”+ comprensión y vocabulario - Oraciones relativas (teoría y práctica)	
9		Vacaciones de primavera (del 16 al 24 de marzo)	
10	3/25	La diabetes entre los hispanos - <i>Lectura/Video:</i> “El problema de la diabetes en la población Latina” - Repaso de oraciones relativas I	Tarea
	3/27	- La crisis de los opioides - <i>Lectura,</i> vocabulario y discusión sobre el tema de actualidad. -Repaso de oraciones relativas II.	Entregar composición 2
11	4/1	Taller de escritura y habla: - Malas experiencias en el sistema de la salud: expresando opiniones. - Uso de los conectores <i>sino, pero, sino que.</i>	Tarea
	4/3	Examen 2 (Capítulos 3 y 4)	

Capítulo 5: El mundo laboral

Temas de gramática:

- El modo y hablar de lo conocido y desconocido (Buscamos una secretaria que *hable/habla* chino)
- Uso del infinitivo y del gerundio

Mejorar nuestra redacción y conversación:

- Uso de palabras de transición
- Diferencias entre *ha, a, haber* y *a ver*

Week	Day	In class	Assignment before class
12	4/8	El método Gronhølm - <i>Video:</i> Fragmento de la película y preguntas de comprensión. - <i>Gramática:</i> uso del modo para hablar de lo conocido y lo desconocido. <ul style="list-style-type: none"> • La selección laboral y la acreditación. (lectura y actividades) 	
	4/10	Los negocios globales: - Comparación de prácticas empresariales. - Uso del infinitivo y del gerundio.	Tarea
13	4/15	Imokalee: - Los temporeros y el poder de los sindicatos. - Marcadores discursivos: organizadores, recapituladores	
	4/17	Taller de escritura y habla: - Uso de palabras de transición - Diferencias entre <i>a, ha, haber</i> y <i>a ver</i> .	Tarea

Capítulo 6: Deportes y sus aficionados

Temas de gramática:

- Uso del subjuntivo con frases temporales y condicionales
- Repaso de unir frases con conectores relativos (*que, quien, cuando, el que...*)

Week	Day	In class	Assignment before class
14	4/22	Deportes hispanos - <i>Lectura:</i> “Los deportes en hispanoamérica” + comprensión y vocabulario.	
	4/24	Pelotero - Visionado del corto. - Uso del subjuntivo en oraciones temporales y condicionales.	Entregar composición 3

	4/29	Debate 2 + Tarea	
15	5/1	Deporte y género - <i>Lectura</i> de un artículo de periódico + discusión. - Repaso de oraciones relativas.	
16	5/6	Examen 3 (Capítulos 5 y 6)	