

# University of Montana

## Department of Modern and Classical Languages and Literatures

### Spanish 408: Spanish Advanced Composition and Conversation

Instructor: Dr. Michael K. Olsen

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Horas de oficina: LXV, 11:00-12:00 and by appointment, LA 323

Horas de clase: LXV, 9:10-10:00, LA 334

#### **Required text**

- Lunn, Patricia V., & DeCesaris, Janet A. (2007). *Investigación de gramática*. Heinle, Boston.

**Prerequisites:** Spanish 301

#### **Course description**

The main goals of this course are to further develop language proficiency and communicative competence of students in the modes of writing and speaking. The main course activities will include writing, editing, revision, peer editing, discussion, presentations, and debates. During the semester we will work on improving fluency, pronunciation, comprehension skills, strategic competence such as paraphrasing skills, and expanding lexicons. Students will also be introduced to the various aspects of the writing process and will practice writing in a variety of subjects and styles. The course takes a process-oriented approach to writing. That is, we will work on the basis of a draft/feedback/revision plan. The feedback process will be enhanced through the use of peer editing. Students will often work in groups and pairs so it is imperative that they be willing to interact with one another and be tolerant of one another's opinions.

FOR READING SPLIT CHAPTERS IN HALF

#### **Evaluation**

Participation and attendance	10%
Homework and readings	10%
Diarios	10%
Compositions	20%
Presentations	10%
Service-Learning Project	5%
Quizzes	20%
Course Reflection	15%

#### **Participation and attendance 10%**

1. Students will be graded based on their active participation in class activities (whole class, group work, pair work) and use of Spanish. We are here to learn; so contribute

with your thoughts and concerns! Respectful behaviour is expected (**no use of cell phones** in the class).

2. Attendance is obligatory. When absent, participation is not possible and therefore results in a loss of participation points. Absences that are justified by a doctor's note are excused. In case of an emergency (i.e., due to grave illness, hospitalization, funeral of a family member, etc.), you must let me know as soon as possible. Send me an email, or leave me a note in my mailbox. Written documentation/evidence of extenuating circumstances must be given to me within one week of the absence.

3. Arrive on time. When students arrive late, they disrupt the class and may miss important announcements.

### **Homework and readings 10%**

Students are expected to come to class prepared by having read the Preparación for that day. On days that are focused on the speaking aspect of this course, students are expected to come to class prepared by having researched the topic of discussion or debate. This may include searching through newspapers, blogs, videos, music, and podcasts from the Spanish-speaking world for information.

Tareas will consist of grammar practice and analysis exercises designed to help students practice and reflect upon the grammar that we will be covering in class. Most of these assignments will be exercises from the textbook.

**All assignments will be due on the class period they appear on the calendar at 10:10 am unless otherwise stated. Late assignments will receive a 10% reduction each day they are late. All homework will be turned in via Moodle.**

### **Diarios 10%**

There will be six (6) journal entries between 275 and 300 words each throughout the semester. Entries should reflect structures and vocabulary items learned in class. The topic of each entry will be announced closer to the due date. The idea behind these journals is to provide you with an additional opportunity to express your thoughts in Spanish. A journal should give you more freedom than a composition and it is the perfect tool to acquire fluency of expression by focusing on content and vocabulary more than on form. Entries must be handed in on the days indicated in the syllabus. The journals must be typed in Times New Roman, doubled spaced, 12 pt. font; in addition, they must have typed accents (á, é, í, ó, ú, ü, ñ), and symbols (¡, ¿). If you do not know how to type these symbols please consult the 'Tildes' document on Moodle that corresponds to the computer you are using. All journals must be submitted through Moodle. I will also provide feedback through Moodle. **Late Diarios will receive a 10% reduction each day they are late.**

### **Compositions 20%**

Students will write three (3) compositions of 600-700 words each. The compositions must be typed in Times New Roman, doubled spaced, 12 pt. font; in addition, they must have typed accents (á, é, í, ó, ú, ü, ñ), and symbols (¡, ¿). If you do not know how to type these symbols please consult the 'Tildes' document on Moodle that corresponds to

the computer you are using. All drafts of each composition must be submitted through Moodle. I will also provide my feedback through Moodle. **Any stage of the composition that is late will receive a 10% reduction each day they are late.** The topic of each composition will be announced as the due date approaches. You will work on each of these compositions in three phases; on phase I: you will write the first draft of a composition (6%) and a peer review (10%); on phase II, you will write the second draft based on the peer review (60%); on phase III, you will correct the second draft and create a third and final draft based on my comments on the second draft (24%). Remember: all this is not about having a perfect composition. It is rather an exercise to develop a conscientiousness of your own mistakes, so you can gradually learn to correct yourself and, eventually, not make mistakes anymore. Below is a detailed explanation of the process:

1. Phase I, the First Draft (6%) and Peer Review (10%): During Phase I you will write the first draft of your composition and you will exchange it with one of your peers. In addition to turning your composition in through Moodle, you will need a copy of your composition to class on the due date indicated on the class calendar, which will be given to a peer reviewer. You will also review a peer's composition. You must be specific and correct your peer's composition based on the Peer Review Criteria (on Moodle). Peer reviews will be turned in and returned to the author of the composition. Based on this feedback, you will move onto Phase II.
2. Phase II, the Second Draft (60%): In Phase two, you will proceed to rewrite the first draft based on the feedback you received from your peer. Once you hand in this second draft, point out your mistakes using abreviaturas de corrección (on Moodle) so that you can make corrections for the final draft of the composition. Now, you can move onto Phase III.
3. Phase III, the Third Draft (24%): The third draft is not a writing exercise. You will be correcting the mistakes that your instructor has pointed out. If you don't know how to correct a mistake, you should come to my office hours or go to the writing center to try to understand your mistakes and correct them accordingly. Remember: each composition is a long and complex work. The final grade of each composition will be calculated following the Matriz para las composiciones found on Moodle.

### **Presentations 10%**

Students will complete a variety of individual and group presentations during the course of the semester. These presentations will provide opportunities to improve speaking skills and will focus on different types of discourse (argumentation, narration, description, and exposition) depending on the topic of the presentations. Students will be graded base on presentation rubrics (on Moodle).

### **Service-Learning Project 5%**

Students will participate in a service-learning project in cooperation with the Missoula Writing Collaborative. This project will entail working with students at Russell Elementary School to help them translate their poetry into Spanish so that they can present their work to elementary school students from Nicaragua. There will also be an

opportunity to attend a video-conference session between students from Missoula and students from Nicaragua. More details will be provided at a later date.

### **Quizzes 20%**

There will be (five) 5 quizzes throughout the course. Quizzes will cover grammar, writing, and speaking information presented and discussed up to the time of each quiz. Make-up quizzes will be given with prior notification and written documentation of your absence (see participation and attendance section above for justified absences). No exceptions. Do not make any travel plans without checking the class schedule. Pre-existing travel plans will not be considered a reasonable cause for missing a quiz or presentation.

### **Course Reflection 15%**

Students will write a reflection on the topics of discussion/debate and presentations, as well as on their writing and speaking skills. To aid the creation of this project, students should collect materials and notes taken throughout the semester in order to support the reflection process at the end of the semester. The course reflection will be turned in through Moodle. Further instructions will be provided as the due date approaches.

**Disability Services:** If you are a student with a disability who will require reasonable program modifications in this course, please meet with Disability Services for Students in Lommasson 154 for assistance in developing a plan to address program modifications. If you are already working with Disability Services arrange to meet with me during my office hours to discuss reasonable modifications that may be necessary. For more information, visit the Disability Services website at <http://www.umt.edu/disability>.

**Academic Misconduct:** All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to familiar with the Student Conduct Code. The Code is available for review online at [http://life.umt.edu/vpsa/student\\_conduct.php](http://life.umt.edu/vpsa/student_conduct.php).

#### ❖ Some other Important Class Policies:

- ✓ Any behavior considered disruptive or that does not contribute positively to the learning environment of the classroom will be sanctioned as stated in the Student Code of Conduct:
- ✓ All cellular phones and pagers must be turned off during class time.
- ✓ Violations of the Code of Conduct will not be tolerated. This means that homework assignments, writing assignments, exams and quizzes must be your own work. Any violation of this policy will result in expulsion from the class, and implementation of sanctions as stated in the Student Code of Conduct.
- ✓ To submit in a composition or other written work that has already been submitted for a grade in another course is considered *plagiarism* and it will be subject to sanctions as stipulated in the Student Code of Conduct.

**Grading Scale:**

A : 94-100	B- : 80-82	D+ : 67-69
A- : 90-93	C+ : 77-79	D : 63-66
B+ : 87-89	C : 73-76	D- : 60-62
B : 83-86	C- : 70-72	F : 0-59

**IMPORTANT:** This syllabus is accurate and complete to the best of the instructor's knowledge. However, the instructor reserves the right to make midcourse changes to the readings, assignments, or exam dates as needed.

**CALENDAR**

This calendar is tentative. Students are responsible for checking Moodle and their university e-mail accounts. Assignments, guidelines, and other deadlines will be posted and sent there.

**P:** Preparación **T:** Tarea

<b>Semana</b>	<b>Fecha</b>	<b>Tema</b>	<b>Lecturas y tareas</b>
1	27 de enero	Introducción al curso	Syllabus
	29 de enero	El Hablar	
	31 de enero	Las noticias (laboratorio)	
2	3 de febrero	La música	<b>P:</b> Buscar la crítica social en una canción <b>Diario 1</b>
	5 de febrero	El tiempo y el aspecto	<b>P:</b> Capítulo 1
	7 de febrero	Los deportes	<b>T:</b> Lectura Guiada- A, B, C (pp. 17-18) <b>P:</b> Prepararte para hablar sobre la importancia de deportes en la sociedad
3	10 de febrero	Control de armas/terrorismo	<b>P:</b> Investigar las cuestiones fundamentales sobre el control de armas y el terrorismo <b>Composición 1:</b> borrador 1
	12 de febrero	La pena de muerte	<b>P:</b> Investigar las leyes y las cuestiones fundamentales sobre la pena de muerte <b>Composición 1:</b> peer review

	14 de febrero	El pretérito y el imperfecto	<b>P:</b> Capítulo 2
4	17 de febrero	<b>NO HAY CLASE</b>	<b>PRESIDENTS DAY</b>
	19 de febrero	Repaso / Los animales	<b>T:</b> Investigación- 1, 3, 4 (p. 32) <b>P:</b> Investigar las cuestiones fundamentales sobre el uso de animales en experimentos y animales exóticos como mascotas <b>Composición 1:</b> borrador 2
	21 de febrero	<b>Quiz 1</b>	<b>P:</b> Prepararte para Quiz #1
5	24 de febrero	La religión en las escuelas	<b>P:</b> Investigar las noticias recientes sobre la religión en las escuelas públicas <b>Diario 2</b>
	26 de febrero	<i>Ser, estar y haber</i>	Capítulo 3
	28 de febrero	La globalización	<b>T:</b> Investigación- 1, 3 (pp. 49-50) <b>P:</b> Investigar la los efectos de la globalización <b>Composición 1:</b> borrador final
6	3 de marzo	La salud	<b>P:</b> Investigar los problemas de salud y el sistema de seguros de salud en los Estados Unidos <b>Diario 3</b>
	5 de marzo	Los modos indicativo y subjuntivo	Capítulo 4
	7 de marzo	Repaso / El cambio de clima	<b>T:</b> Investigación- 1, 2, 3 (pp. 69-70) <b>P:</b> Investigar las cuestiones fundamentales sobre el cambio de clima y la evidencia de ello
7	10 de marzo	<b>Quiz 2</b>	<b>P:</b> Prepararte para Quiz #2 <b>Composición 2:</b> borrador 1
	12 de marzo	Cultura popular y la tecnología	<b>P:</b> Investigar sobre la influencia de la tecnología en la cultura y nuestras vidas <b>Composición 2:</b> peer review

	14 de marzo	La inmigración Hispana en los Estados Unidos	<b>P:</b> Investigar sobre las leyes inmigratorias y las ideas a favor y en contra.
8	17 de marzo	La participación de entidades en la situación verbal	<b>P:</b> Capítulo 5
	19 de marzo	La inmigración Hispana en los Estados Unidos <b>Debates</b>	<b>T:</b> Lectura guiada- 1 (p. 94) <b>Composición 2:</b> borrador 2
	21 de marzo	La voz pasiva y el pronombre se impersonal	<b>P:</b> Capítulo 6
9	24 de marzo	Repaso / Los dialectos diferentes	<b>P:</b> Reflejar sobre las diferencias dialectales que has notado <b>Diario 4</b>
	26 de marzo	<b>Quiz 3</b>	<b>T:</b> Investigación- 2, 4 (pp.108-109) <b>P:</b> Prepararte para Quiz #3
	28 de marzo	Las drogas	<b>P:</b> Investigar las cuestiones fundamentales sobre las drogas ilícitas y las el control de ellas <b>Composición 2:</b> borrador final
10	31 de marzo	<b>NO HAY CLASE</b>	<b>SPRING BREAK</b>
	2 de abril	<b>NO HAY CLASE</b>	<b>SPRING BREAK</b>
	4 de abril	<b>NO HAY CLASE</b>	<b>SPRING BREAK</b>
11	7 de abril	La política y los políticos	<b>P:</b> Investigar sistemas políticas
	9 de abril	El sustantivo, el artículo y el adjetivo	<b>P:</b> Capítulo 7
	11 de abril	Service Learning @ Russell Elementary	<b>T:</b> Investigación- 1 (p. 131) <b>P:</b> Trabajar en las presentaciones
12	14 de abril	<b>Presentaciones (en grupos) de sistemas políticas</b>	<b>P:</b> Trabajar en las presentaciones <b>Composición 3:</b> borrador 1

	16 de abril	La educación	<b>P:</b> Reflexionar sobre tu educación y el valor de la educación <b>Composición 3:</b> peer review
	18 de abril	Service Learning @ Russell Elementary	
13	21 de abril	Las cláusulas relativas	<b>P:</b> Capítulo 8
	23 de abril	Service Learning @ Russell Elementary (Skype)	<b>T:</b> Investigación- 2 (p. 150) <b>Composición 3:</b> borrador 2
	25 de abril	Repaso / Fumar y beber	<b>P:</b> Investigar las leyes con respecto al fumar y beber alcohol
14	28 de abril	<b>Quiz 4</b>	<b>P:</b> Prepararte para Quiz #4 <b>Diario 5</b>
	30 de abril	La situación verbal y el adverbio	Capítulo 9
	2 de mayo	El entretenimiento por medios visuales	<b>T:</b> Investigación- 4 (p. 166) <b>P:</b> Preparar una presentación de tu medio visual favorito <b>Composición 3:</b> borrador final
15	5 de mayo	La cultura	<b>P:</b> Preparar una pequeña presentación sobre la cultura de un país hispanohablante con lo cual estás acostumbrado <b>Diario 6</b>
	7 de mayo	Las preposiciones y el caso de <i>por</i> y <i>para</i>	<b>P:</b> Capítulo 10
	9 de mayo	Repaso / Las comidas	<b>T:</b> Investigación- 3, 4 (pp. 181-182) <b>P:</b> Crear una receta para la clase y preparar un plato
Finals	15 de mayo (jueves)	<b>Quiz 5</b> (10:10-12:10)	<b>P:</b> Prepararte para Quiz #5 <b>Reflexión del Curso</b>