



SUFFOLK
UNIVERSITY
MADRID CAMPUS

SPAN 290 M1 - ADVANCED COMPOSITION AND CONVERSATION

Instructor Information:

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Course Information:

Catalog Description: Further development of written and oral skills in various contexts. Emphasis on strengthening written skills and learning to speak clearly and persuasively in Spanish. Short texts and audio-visual materials provide the basis for classroom activities which will include regularly assigned essays, group discussions and debates.

Instructor's Additional Course Description: The goals of this course are twofold: to prepare you to become more articulate speakers and writers in Spanish. Conversational topics and themes from contemporary short films and a variety of genres will give you opportunities to engage in meaningful communication. Through written and oral activities you will develop skills that will not only reinforce your work in advanced level classes but also make you stronger and more effective communicators in Spanish beyond the university. Having this course on site in Madrid will allow the students to have a hands-on on experience on conversation and writing issues.

Prerequisites: SPAN 202

Credits: 4

This course follows the US Federal Government's Credit Hour definition: "An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates no less than:

- (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
- (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

For full up-to-date statement:

https://cihe.neasc.org/sites/cihe.neasc.org/files/downloads/POLICIES/Pp111_Policy_On_Credits-And-Degrees.pdf

To complete this course, students will need to dedicate, at a minimum, the following amount of time to the listed activities:

Assignments/Activities	Engagement Estimate	Engagement Hours
Course Readings	3 hours x 15	45
Homework	2 hour x 15	30
Compositions (3 x 2 drafts)	9 hours x 3	27
Preparation for class discussions	15 hours	15
Research Outline	8 hours	8
Research Paper and Presentation	15 hours	6
Presentation	4 hours	4
Class Attendance 3h x 15 weeks		45
TOTAL		180 HOURS

Textbook/Course Materials:

Revista: Conversación sin barreras, Blanco, García, Aparisi, Vista, tercera edición.

Recommended: *Oxford Spanish/English Dictionary* and *Manual de gramática Grammar Reference for Students of Spanish*, Dozier and Iguina*

Photocopied materials

*The Grammar Manual and the Oxford Dictionary are indispensable resources in this class. Use them throughout the semester to find a more comprehensive reference guide to resolving idiomatic language usage and subtle grammatical distinctions. Also pay attention to idioms usage in Madrid.

Course Goals & Learning Objectives:

Upon successful completion of this course, students will know/understand:	Upon successful completion of this course, students will be able to:	How the student will be assessed on these learning outcomes
<ul style="list-style-type: none"> • Speak with proficiency in informal conversations & discussions 	<ul style="list-style-type: none"> • Engage in interpersonal communication in informal settings. • Offer opinions, agree & disagree with their interlocutor. • Narrate past experiences & ask relevant questions to their peers 	<ul style="list-style-type: none"> • Class discussions • Simulated situations • Tertulias
<ul style="list-style-type: none"> • Communicate persuasively & articulately in formal settings 	<ul style="list-style-type: none"> • Argue their opinions in a debate setting. • Prepare & deliver oral presentations combining a variety of sources 	<ul style="list-style-type: none"> • Debates on polemic topics • Two oral presentations
<ul style="list-style-type: none"> • Understand & know how to analyze oral sources such as short films, TV programs & songs 	<ul style="list-style-type: none"> • Answer listening comprehension questions related to those sources. • Participate in class discussions about the plot and topics raised by those sources. • Write impromptu responses to those sources 	<ul style="list-style-type: none"> • Written exercises • Class discussions • Short essays written in class • Short contribution to the Newsletter
<ul style="list-style-type: none"> • Know how to produce formal written texts 	<ul style="list-style-type: none"> • Write compositions on assigned topics • Define, organize & write a short paper on a chosen topic. 	<ul style="list-style-type: none"> • Four compositions • A midterm exam • A final project
<ul style="list-style-type: none"> • Understand the mechanisms through which social, cultural or global differences are perceived, understood or constructed 	<ul style="list-style-type: none"> • Identify different perspectives and customs within the Spanish-speaking world as they relate to one another and to a broader international context 	<ul style="list-style-type: none"> • Individual writing and group listening and speaking comprehension activities.

Upon successful completion of this course, students will know/understand:	Upon successful completion of this course, students will be able to:	How the student will be assessed on these learning outcomes
	<ul style="list-style-type: none"> • Demonstrate how differences are constructed or reinforced through written, spoken and visual media • Discuss and write about a wide range of cultural topics that represent the multiethnic diversity of the Spanish-speaking world. 	<ul style="list-style-type: none"> • Weekly written assignments and discussions facilitated by the instructor. • Exposure to an array of cultural regalia from the print and visual media. In particular, short films produced in several Spanish-speaking countries.
<ul style="list-style-type: none"> • Understand the relationships among conflicts, social, cultural or global differences, and power within the changing historical and cultural contexts 	<ul style="list-style-type: none"> • Develop an ability to discriminate between different social and cultural registers with minimum interference from another language. 	<ul style="list-style-type: none"> • Integrated exposure to material that will enhance listening, reading, writing, and cultural awareness.
<ul style="list-style-type: none"> • Analyze how convergent or conflicting perspectives of diverse communities influence change within a social, cultural or global context 	<ul style="list-style-type: none"> • Develop cultural insights through comparative and contrastive assignments which challenge preconceived notions about the Spanish speaking world. 	<ul style="list-style-type: none"> • Final project which will require students to synthesize cultural material studied in class.

Assignments/Exams/Papers/Projects:

Students will be evaluated in the following areas:

In order to prepare adequately for class the students should do all the exercises and activities detailed in the course schedule below. It is necessary to watch the shorts before coming to class. You will need the password provided with the textbook to access the Supersite.

There will be four compositions during the semester. These compositions must be at least two pages long double space. The topics and instructions to write the compositions are in the book. Students obtaining less than B+ must submit a revised version along with the original one.

The students will deliver two oral presentations during the semester. The first one before the midterm will be an assigned topic. The second one will be open topic. More instructions on these assignments will be provided.

The final project should be about one to the themes covered in class, preferably an elaboration of an inspiring quotation or polemic topic from the textbook. It must be at least six pages long, doubled-spaced. There are detailed instructions in the class blackboard page. **The deadline for the final project is April 23rd. No electronic submissions will be accepted.**

Class honor code: All written assignments must reflect the students' capabilities without any outside help. It is not allowed to ask for tutorial advice from anyone other than the professor. Any violation of this code may result in an F.

* See the *Student Manual for Spanish and Latin American & Caribbean Studies* (in class Blackboard site) for more resources and for university policy regarding plagiarism.

** Students must keep all their written work in a folder, separating class work from compositions.

Suggestion: Make the best of your stay in Madrid by practicing your Spanish outside of class as much as you can. Try to learn new words and idiomatic expressions every day. Conversations are a way of life in Spanish culture.

Selected assignments in this course may be used by our accreditation team for institutional assessment purposes and will be handled confidentially.

Grading/Evaluation:

Class Participation (situations, discussions & <i>tertulias</i>):	10%
Class preparation:	10%
Oral presentations 2:	20%
Compositions 3:	20%
Midterm Exam:	20%
Final project 6+ pages:	20%

Course and Classroom Policies:

All course deadlines are clearly announced on the syllabus. You are expected to submit assignments on time. Late assignments will only be accepted in the case of illness. Students missing class for other reasons must turn in their assignments by email on the due date. A 10% penalty will be incurred for all late work unless a special extension has been authorized by the professor. If you need additional help, please see me well before the due date.

¡Ojo! ¡Cuidado! Please refer to the syllabus on a regular basis so that you will stay on course. Maintain your daily exercises up to date and keep them in a folder dedicated to this course. Your work will be checked the class after the chapter is finished. On occasion there will be hand-outs, so make sure that you remain informed throughout the semester. Avoid accumulating zeros for missed work, as this will have a negative impact on your GPA. Also keep in mind since we are in Madrid you can always earn extra credit by writing about activities you do in the city.

Classroom:

- Nobody is permitted to enter the classroom 15 minutes after the scheduled class time.
- Leaving the classroom is not allowed unless an imperative need arises, in which case you should ask for the professor's permission before leaving.
- Eating or drinking (except water) in the classroom is not allowed.
- Students should bring the textbook to every class.
- Cell phones should be disconnected.

Participation/Attendance Policy:

The SUMC Student Handbook states the following:

Once a student is registered for a course, attendance at every meeting of every class is expected, including those held in the first week of the semester. A maximum of two unjustified absences is permitted. Each additional absence will cause the final course grade to be lowered by one-third of a letter grade, i.e., from A to A-; A- to B+; B+ to B, etc.

Excessive absences in a course will have a negative effect on the final grade. When a student is absent, the quality of his or her work in a course will deteriorate since material missed in class sessions can rarely be made up satisfactorily, even though the student remains responsible for that work.

Please note that even when a student has a justified reason for missing class, such as illness, the negative academic impact on learning will be the same as if the absence were for spurious reasons.

In this course, any absence due to illness should be justified by a note from the student's physician or other health professional confirming the day(s) on which the student was unable to attend class. A written excuse from a student's host parent or residence supervisor is also acceptable. Students are responsible for all material and assignments for the days missed, regardless of the reason for the absence.

In the event that a class meeting is unexpectedly cancelled, students will be expected to continue with readings or other assignments as originally scheduled. Any assignments due or class activities (e.g., a quiz, exam or presentation) planned for such a cancelled class are due at the next class meeting unless

other instructions are communicated. **There will be at least one mandatory night activity during the semester such as movie, theater play or conference.**

Disability Statement:

If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in my classroom.

If formal, disability-related accommodations are necessary, it is very important that you be registered with the Office of Disability Services (ODS) at the main Campus in Boston so that I am notified of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations. Check the ODS web site at www.suffolk.edu/disability for information on accommodations.

Student Resources:

SUMC provides a range of student services, both academic and personal. To learn more about course-related tutorials and academic workshops, refer to the SUMC Student Handbook, Section 2 "Academic Policies and Services". Section 5, "Living in Madrid", contains information on the medical and mental health resources, including an English-speaking therapist, available to you.

Midterm Review:

At midterm, around week 6, you will be given a midterm grade based on your progress to date and performance on assignments, class participation and midterm exam. Midterm grades of C- or below will be reported to the Madrid Campus Academic Standing Committee, with an explanation of what I believe has contributed to that grade: excessive absences, poor time management or study skills, lack of effort, difficulty with the course material or with writing or language skills, etc. The Academic Standing Committee or I may contact you to suggest strategies for addressing these difficulties. I strongly encourage you to visit me during my office hours so we may discuss how you can be successful in this class.

Academic Misconduct:

www.suffolk.edu/about/mission-history/policies-procedures/academic-misconduct-policy

Suffolk University expects all students to be responsible individuals with high standards of conduct. Students are expected to practice ethical behavior in all learning environments and scenarios, including classrooms and laboratories, internships and practice, and study groups and academic teams. Cheating, plagiarism, unauthorized collaboration, use of unauthorized electronic devices, self-plagiarism, fabrication or falsification of data, and other types of academic misconduct are treated as serious offenses that initiate a formal process of inquiry, one that may lead to disciplinary sanctions.

Student work will be thoroughly examined for academic integrity and may be scanned using plagiarism detection software. A faculty member suspecting academic misconduct will contact the student using the Suffolk email address to schedule a meeting and will make all effort to do so within five business days of detecting the incident. During the meeting, the faculty member will present the documentation that led to suspected academic misconduct. Resolution of the incident will be according to the procedures outlined in the SUMC Student Handbook.

Academic Grievances Policy:

www.suffolk.edu/student-life/student-services/student-handbook/university-policies-for-student-cas-sbs/grievances-academics

Course Schedule:

The schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.

1st week

¡Welcome! Introductions. Review of objectives for the course.
Preliminary written exercise: I have cultural shock. Discussion.

2nd week

Revista [R-1]: ¿Realidad o fantasía? pp.2-10, **Cortometraje *Viaje a Marte***/preparación #'s 1, 2, 4; análisis 1-5 p. 10 Los verbos ser y estar (práctica, p.10)

[R-1] p.12 Las preposiciones (práctica p. 12) *Celebración de la fantasía*, pp. 14-17 /prep. #'s 1,2 y análisis #'s 1-4

3rd week

[R-1] pp. 16-20 Lectura: *La poesía, al alcance de los niños* de Gabriel García Márquez (prep. 1-3 y análisis 1-3) pp 25-29

TERTULIA *Creadores de realidad* p. 33

*Whenever there is a *Tertulia* the class will be divided into small groups.

****[R-1]** Turn in: **COMPOSICIÓN 1 (¿(Para)normal y (sobre)natural?) p. 32**

4th week

[R-2] Una cuestión de personalidad pp. 34-40, **Cortometraje: *Diez minutos*** preparación #'s 1-4; análisis 1-8 p. 40 Narración en el pasado I (práctica p.42)

TURN IN: Chapter 1 Written exercises

[R-2] p. 44 Narración en el pasado II (práctica p. 44) Lectura: *Las cuatro fórmulas científicas de la felicidad* (prep. y análisis) pp 46-50

5th week

[R2] pp. 51-54 Lectura: Microcuentos de Carmen Cecilia Suárez (prep. y análisis)

*****Workshop:** Escribir un microcuento sobre el amor en parejas

[R-2] Tira cómica: *Yo le diría a Ricardo Reyes* (prep. y análisis) pp. 60-61

TERTULIA *¿Innato o adquirido?* P. 63

6th week

[R-3] La influencia de los medios pp. 64-69, **Cortometraje: *Namnala*** preparación #'s 1-5; análisis 1-8 p. 70 Pronombres de objeto directo e indirecto (práctica p. 72-3)

[R-3] p. 74 Adjetivos (práctica p. 75) pp. 76-80 Lectura: *Cara o cruz de las tecnologías de la información* (prep. y análisis) pp. 81-85

*****Workshop:** A movie critique. Follow the link: <http://elmiron.wordpress.com/>

TURN IN: Chapter 2 Written exercises

7th week

TERTULIA *La telebasura a debate* p. 95
Review for Midterm Exam
**[R-3] PP. 88-89 COMPOSICION 2

MIDTERM

TURN IN: Chapter 3 Written exercises

8th week

[R-4] Las garras del poder pp. 96-103, Cortometraje: *¿Quién es Echegoyen?*, prep, #'s 1, 3, 4, 5; análisis 1, 2, 3, 5, 6 p. 104 El subjuntivo I (práctica p. 105), p. 106 Pronombres relativos (práctica p. 107).

[R-4] pp.100-103 Lectura: *La tortilla* (prep. y análisis) p. 108-110

9th week

[R-4] pp. 117-110 "Oda a un millonario muerto" de Pablo Neruda
DEBATE: *Las empresas multinacionales: ¿a favor o en contra?* P.125
TURN IN: Final Project Proposal

[R-5] Misterios del amor pp. 126-133, Cortometraje: *Porsiemprejamón*, prep. #'s 1,3,4,5; análisis 1-6, p. 134 El subjuntivo II (práctica p. 135)

TURN IN: Chapter 4 Written exercises

10th week

[R-5] p. 136 Usos de se I (práctica p 137)
***Workshop: What is art? Visit the following link: ARCO/Madrid
<http://www.youtube.com/watch?v=WonTHutsU44&feature=related>
<http://www.slideshare.net/tomperez/qu-es-el-arte>

[R5] pp. 142-146 Lectura: *Lo que dure el amor* (prep. y análisis)

11th week

[R5] pp. 147-151 Cuento: *Cine y malabarismo* de Ángeles Mastretta (prep. y análisis)
TERTULIA *Los misterios del amor* p. 155
[R-1] Turn in: **COMPOSICION 3 (Exprésate sobre el arte) p. 154

[R-6] Modos de vivir pp. 156-161, Cortometraje: *El sándwich de Mariana* prep. #'s 1-5; análisis 1-6 p. 164 Oraciones condicionales con si (práctica p. 165)

TURN IN: Chapter 5 Written exercises

12th week

p. 166 Usos de se II (práctica p. 167) pp 168-172 Lectura: *Ni coja ni madre* de Rosa Montero (prep. y análisis)

TERTULIA *¿Cuáles son los efectos de la inmigración?* P. 186

13th week

Film viewing: *Vivir es fácil con los ojos cerrados* (David Trueba, 2014)

TURN IN: Chapter 6 Modos de vivir / Written exercises [R-6]

Class discussion sobre *Vivir es fácil con los ojos cerrados*

14th week

Final Oral Presentations

TURN IN: FINAL PROJECT (presentations*)

There will not be a final exam

**Los estudiantes harán breves presentaciones orales (5 minutos) de sus proyectos para compartir con la clase. Los estudiantes que hayan escogido realizar un proyecto oral tendrán 15 minutos para presentarlo.*