¡Bienvenidos amigos!
SPANISH 341-01
Course Reference Number 41944 – Fall Semester 2014
Course Syllabus

"Para comunicarnos lo podemos hacer de diversas maneras,
esto es, a través de los diferentes lenguajes,
desde el mímico y el pictórico
hasta el oral.
Si tomamos como referencia la necesidad del hombre
en su intento por comunicarse,
diremos que el más usado es este último.
Célinda Fournier Marcos, Comunicación verbal

"El que dos idiomas sabe, vale por dos." (Dicho popular)

I. INSTRUCTOR

Name: Raúl Vega Romero, Ph.D.
Office location: LaCorte Hall (LCH) A-303
Office hours: Mon. and Wed., 7:00 - 7:30 PM; Tue. and Thu., 4:00 - 5:00 PM, and by appt.
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II. COURSE DESCRIPTION

"Intensive conversational practice leading to fluency in the use of academic Spanish. The course aims to develop a comprehensive vocabulary which prepares the student for persuasive and oratory [sic] speeches, as well as for upper-division linguistics and literature courses. Useful for public service and the bilingual/cross-cultural credential program." (University Catalog, 2014-2015).

Prerequisite: Spanish 221 or equivalent.

III. COURSE GOALS

The goals of this advanced conversation course in Spanish are as follows:
• "to enrich students' academic and professional vocabulary through structured and meaningful practice;
• to provide tools for conversational management; that is, speech acts that enable students to initiate and terminate discourse, change topics, etc.;
• to give students the opportunity for face-to-face conversations through role-playing; and
• to develop students' knowledge of culturally relevant content areas through readings and realia." (page xiii, Tertulia)

Additionally, the goals of this course are:
• to help students to give a formal talk on a topic of academic interest;
• to learn important dichos populares that can add greatly to a students discourse skills; and
• to practice reciting important poems and dramatic pieces of literature from Latin America and Spain.
IV. SCHEDULE OF COURSE TOPICS, ASSIGNMENTS, EXAMS, AND OTHER SPECIAL EVENTS

*Please note that this is a tentative schedule, and that the following are subject to change.

Week One
Introduction to the course
Let's introduce ourselves + Let's learn each other's names
Let's look at the course syllabus
Let's take a closer look at our textbook, *A mi manera* by Professors Lizette Mujica Laughlin, María Spicer-Escalante, and Helen Hamlyn
Vocabulario – *La universidad: la facultad, el profesorado, etc*

Week Two
Exchange telephone numbers with 3 Amigos Telefónicos
*A mi manera*, Unidad 1, Paso 1:
- Estrategia comunicativa
- Vocabulario útil
- Lectura para profundizar
- Enfoque gramatical

Week Three
Prueba
*A mi manera*, Unidad 1, Paso 2:
- Estrategia comunicativa
- Vocabulario útil
- Lectura para profundizar
- Enfoque gramatical

Week Four
*A mi manera*, Unidad 1, Paso 3:
- Estrategia comunicativa
- Vocabulario útil
- Lectura para profundizar
- Enfoque gramatical

Week Five
Prueba
*A mi manera*, Unidad 2, Paso 1:
- Estrategia comunicativa
- Vocabulario útil
- Lectura para profundizar
- Enfoque gramatical

Presentations I – El brindis

Week Six
*A mi manera*, Unidad 2, Paso 2:
- Estrategia comunicativa
- Vocabulario útil
- Lectura para profundizar
- Enfoque gramatical

Week Seven
Prueba
*A mi manera*, Unidad 2, Paso 3:
- Estrategia comunicativa
- Vocabulario útil
- Lectura para profundizar
- Enfoque gramatical

Week Eight
*A mi manera*, Unidad 3, Paso 1:
- Estrategia comunicativa
- Vocabulario útil
- Lectura para profundizar
- Enfoque gramatical

Week Nine
Prueba
A mi manera, Unidad 3, Paso 2:
- Estrategia comunicativa
- Vocabulario útil
- Lectura para profundizar

Week Ten
A mi manera, Unidad 3, Paso 3:
Estrategia comunicativa
- Vocabulario útil
- Lectura para profundizar
- Presentations II – TBA

Week Eleven
Prueba
A mi manera, Unidad 4, Pasos 1, 2, 3:
- Estrategia comunicativa
- Vocabulario útil
- Lectura para profundizar

Sumario

Week Twelve
Academic and professional oral discourse in Spanish – Introduction
- Estrategia comunicativa
- Vocabulario útil
- Lectura para profundizar
Declamaciones
Student Presentations

Week Thirteen
Prueba
Academic and professional oral discourse in Spanish – Continued
- Estrategia comunicativa
- Vocabulario útil
- Lectura para profundizar
Student Presentations
Prueba

Week Fourteen
Academic and professional oral discourse in Spanish – Continued
- Estrategia comunicativa
- Vocabulario útil
- Lectura para profundizar
Declamaciones
Student Presentations

Week Fifteen
Review for Final Exam
- Review of material for the Final Exam
- Practice session for the Final Exam
- Student presentations
- Turn in Recorded Oral Assignments: Tuesday, December 2, 2014. Please note: Recorded Oral Assignments will not be accepted after this date.

FINAL EXAM:
Final Exam Week
- Spanish 341-01 Final Exam: Thursday, December 10, 2014 2:30 – 4:30 PM
V. REQUIRED AND RECOMMENDED TEXTS, AND OTHER COURSE MATERIALS


A Spanish-to-Spanish dictionary. (The instructor will bring examples of important Spanish-to-Spanish dictionaries.)


I will assign additional readings from print and electronic (internet) resources. We will, for example, survey a variety of articles and excerpts from books, from Latin América and Spain, having to do with advanced oral discourse (and presentations) in Spanish.

Moreover, we will view selected videos, and hear exemplary Spanish and Latin American poets and singers, as part of our attempt to study advanced oral expression in Spanish.

VI. ASSESSMENT: TYPES OF COURSE EVALUATIONS (EXAMS)

**TYPES OF EXAMS.**

5 Exams (*Pruebas*, given approximately every three weeks, dates to be announced in class)

Final Exam

**POLICY ON MAKE UP EXAMS.** Students will be permitted to make up only one exam. Make up exams will be administered during Final Exam Week. Please consult with the instructor to schedule your make up exam.

**SAMPLES OF COURSE EXAM QUESTIONS.**

- Identify and describe the different components of an academic or professional oral presentation in Spanish.
- Give specific examples of vocabulary and phraseology that could be utilized as part of a successful academic or professional oral presentation in Spanish.
- Name and discuss the meanings of important *dichos populares*, that can add greatly to an oral presentation in Spanish.
- Is giving an academic oral presentation in Spanish, different from giving an oral presentation in English? Discuss in detail any possible prominent differences.
- Identify important terminology in Spanish that describes a typical university, either here in the US or in Latin América. For example, how does one say *School of Humanities, School of Medicine, the faculty, the student body, a lecture, a conference, to give a presentation (at an academic conference)*, etc., in Spanish?
- What is a *declamación*? Why is this an important oral intellectual tradition in Latin América and Spain? Please give examples of specific poems, and other works of dramatic literature, that have become part of the long and extremely popular tradition of giving, *enacting* declaraciones.

VII. CLASS REQUIREMENTS AND OTHER INFORMATION

YOUR “CLASS PARTICIPATION” GRADE. Please try to volunteer to participate – by raising your hand – as often as possible during our whole-class interactions. I will often call for
“Voluntarios” (volunteers). I am grading class participation quite a bit on effort, i.e., how often you at least make an attempt to answer questions or become involved in whole-class interactions.

“Class Participation” also means how well and how much you interact with other students during paired or small-group activities.

“Class Participation” moreover means that you refrain at all times from any type of disruptive conduct in class (e.g., socializing [talking] in English or Spanish with another student, allowing your cell phone to ring in class, and so forth.)

PREPARATION OUTSIDE OF CLASS. This upper-division Spanish class requires from six to eight hours of study outside of class every week. Students taking this class should complete all of the assigned readings, assignments, and oral exercises, and come prepared to class to discuss assigned readings. Please look up the meaning of any unfamiliar words or phrases before coming to class. I strongly recommend you use a quality Spanish-to-Spanish dictionary (e.g., *Diccionario de la lengua española* de la Real Academia Española, *Vox*).

YOUR SPANISH 341 CUADERNO DE CONVERSACIÓN AVANZADA. I will ask you to keep a *Cuaderno de conversación avanzada* in which you will collect and systematically organize all of the materials you create and receive for this course. Your *Cuaderno* should consist of a half-inch, 3-ring binder in which you:

- include all of your in-class notes and handouts for this class;
- include all of your reading notes, and chapter while studying our text *A mi manera*;
- include copies of graded exams (Pruebas) or assignments I return to you;
- include a running list (with sources) of any additional new academic vocabulary or phraseology you are learning in this course;
- turn in your *Cuaderno de conversación avanzada* for assessment on **Tuesday, December 2**.

Your *Cuaderno de conversación avanzada* will be returned to you at the end of the semester, before the Final Exam.

PRESENTATIONS. You will be required to make two brief oral presentations in class:

- UN BRINDIS. The first of these is a *brindis*, in which you make a short toast to an imaginary friend or family member. We will practice ahead of time, and the main purpose of this exercise is to start to get your used to talking in front of a group of people.

- UNA ENTREVISTA CULTURAL. The second of these is an *entrevista cultural* in which you:
  - interview a native speaker from Spain or Latin América, preferably from a country or region that you not familiar with;
  - give a brief 5 to 7 minute summary of your interview to the class. I will ask you to write your summary ahead of time (in class you will simply recite what you have previously written and rehearsed aloud ahead of time).

DISCORSO ACADÉMICO – Oral Academic Presentation. You will be required to write and deliver one substantive academic presentation at the end of the semester.

- Please draft and revise your *Discorso académico* ahead of time. I will give the class 3 possible topics for the *Discorso*. Please rehearse it *en voz alta* (aloud) several times.

- Then please record your *Discorso*, either in the Language Learning Center, or at home. Make a copy of this recording onto a DVD disc, and please give me this DVD, along with a copy of the final script for your *Discorso académico*, by **Thursday, December 4, 2014**.

- Please present your *Discorso académico* in class during the last two weeks of scheduled classes. As you listen to the *Discorso* of other compañero*es* at the time, I will ask you to make a list of all of the academic vocabulary and phraseology which each student employs during their presentations. Please then give this list to me as part of your assessment (grade) for this *Discorso académico* assignment.

RECOMMENDED MATERIALS. I strongly urge students to use an excellent Spanish-to-Spanish dictionary (e.g., *Vox*, *Larousse*, *Real Academia Española*) at all times while preparing for class.
POLICY ON HOMEWORK DUE DATES. All homework assignments should be turned in on
time. You may turn in an assignment at the next class after it is due, but a full grade point will be
deducted from the grade for that assignment. After that date (i.e., the next class after it was
originally due) the assignment cannot be accepted.

TECHNOLOGY EMPLOYED TO COMPLEMENT LECTURES. I will occasionally use
PowerPoint presentations, as well as overhead transparencies. Additionally, I will present VHS
videos, CD-ROMs and DVDs, as well as other resources from the Internet.

ASSISTANCE TO STUDENTS WITH DISABILITIES. I will be glad to accommodate any special
needs that students with disabilities may have. Please speak with me before class or during my
office hour to let me know how I can make this course more accessible to you. Please also feel
free to consult with Disabled Student Services (DSS) [http://www.csudh.edu/dss/main.html],
(310) 243-5660, (310) 243-2028 (TDD), (310) 516-4247 (fax), located at Welch Hall B-250.

CLASS ETIQUETTE:
I expect that in this class, an atmosphere of mutual respect and consideration will be maintained.
For example,
  • students will not make fun of others when they contribute to class discussions
  • students will turn off (or change to vibrate mode) all mobile phones, beepers, etc.
  • students will show sensitivity to others and refrain from making discriminatory
    comments
  • students will arrive on time to class, and not leave before the class session is over
  • will not carry on private conversations with others in the room once class has started
  • students will not eat in class

PLEASE RAISE YOUR HAND IF YOU WISH TO VOLUNTEER to speak and participate in a
class exercise or discussion. This is the only way to be fair to everyone in the class who may want
to contribute an answer at any given time. Please refrain from answering a question or
responding, without first raising your hand to be recognized.

GUESTS ARE NOT PERMITTED. Please do not invite any guests — friends, family, other CSUDH
students, or children — to our class. Only CSU Domínguez Hills students, who are fully
registered for this class, should be present during a Spanish 341-01 class session. It is especially
important not to bring children to class.

RECORDING DEVICES. I am requesting that you please not record any of our class sessions
with a tape recorder, video recorder, cell phone, or any other electronic device. You truly will get
much more from this upper-division Spanish class if you fully attend to what we are doing at the
moment that it is occurring in class. In other words listen and look very closely at the time
something is being introduced or discussed in this class: learn in the moment! If you ever have a
question about what we did in a previous class, I would be very happy to answer your question
either during class or during my office hours. I really do appreciate questions from students!

CELL PHONES AND PAGERS. Please help us create a calm and productive teaching and
learning environment by turning off any cell phones, pagers or other electronic devices before
class starts. It can be very distracting to have cell phones ringing during class, as well as to have
persons leaving the classroom in order to answer their phones and pagers. Please also refrain
from text messaging during class.
VIII. ASSESSMENT AND GRADING CRITERIA – GRADING SCALE

ASSESSMENT AND GRADING CRITERIA

FORMATIVE ASSESSMENT
4 Exams  
2 Presentations  
Cuaderno de conversación avanzada, and other assignments  
20%  
20%  
10%

SUMMATIVE ASSESSMENT
Final Exam  
Final Presentation  
Class Participation  
Attendance  
15%  
15%  
10%  
10%

GRADING SCALE: The grading scale utilized for each type of assessment in this class, as well as the overall semester grade, is as follows:

94%-100% = A  
90%-93% = A-  
87%-89% = B+  
84%-86% = B  
80%-83% = B-  
77%-79% = C+  
74%-76% = C  
70%-73% = C-  
67%-69% = D+  
60%-66% = D  
59% or less = F

IX. ATTENDANCE REQUIREMENTS

ATTENDANCE AT ALL CLASS SESSIONS IS REQUIRED. To assure your success in this course, please be present at all class sessions. An upper-division Spanish class session is extremely difficult if not impossible to make up. Each class session will allow you to be immersed in vital whole-class and small-group discussions. Much of what you gain from this course will be the direct product of our in-class lectures, discussions and interactions.

PLEASE SIGN THE ATTENDANCE ROSTER EVERY DAY. When you get to class please remember to immediately sign the Attendance Roster (attached to a clipboard by the door, or placed on my desk in the classroom). It is extremely important that you sign the Attendance Roster every time that you come to class. Your signature on the Attendance Roster is the only real proof that you were with us on any given class day. Unfortunately, I cannot add your name to the Attendance Roster afterwards if you forgot to sign on a previous day.

ABSENCES.
Please note that your first three absences will not be docked from your “Attendance” grade. However, starting with the 4th absence – which may occur for any reason – I will deduct 10 percent from your “Attendance” grade for each additional absence.

IF YOU ARE ABSENT. If you are absent, it is your responsibility to call one of your three Amigos Telefónicos (3 students with whom you exchange telephone numbers at the beginning of the semester) to find out what we did in class, to obtain any handouts that were distributed, as well as to find out what was assigned as homework for the next class.
X. STATEMENT ON ACADEMIC INTEGRITY AND PLAGIARISM

In this course, it is expected that you will maintain academic integrity and do all of your own work. Any form of cheating, whether in class or outside of class, is completely prohibited and will result in an “F” in the course. In addition, you will be subject to further disciplinary action determined by the University. You are expected to read the relevant sections of the University Catalog for complete statements on academic integrity and plagiarism.

For example, to maintain academic integrity in this course it is expected that you:

- write all of your own compositions – e.g., journal entries, reactions to films we see in class, brief essays, etc. – assigned for homework (unless specifically assigned by the instructor to collaborate with another student or students);
- perform all the preliminary research, and compose your term paper in this course, being extremely careful to avoid any types of plagiarism or academic dishonesty; and that you
- complete all library research assignments on your own.

XI. STATEMENT ON COMPUTER/INFORMATION LITERACY

CSU Domínguez Hills students enrolled in SPA 341 are expected to demonstrate certain computer and information literacy skills. During the course of this semester the instructor will request that you use the computerized language learning facilities located in the department’s Language Learning Center. For example, during the course of the semester you may be asked to perform any of the following tasks which involve computer and/or information literacy skills: for example, create a Keynote (or PowerPoint or Prizzi) presentation; make an audio recording sample of your spoken Spanish in the Language Learning Center; utilize Toromail and/or Blackboard; create compositions in Spanish in a word-processing program like Word (or Pages); and be able to perform cultural research assignments on the Web, carefully putting the information you obtain into your own words (thus avoiding plagiarism).

If you would like more information (or a brief tutorial) about the use of computers on campus, you may consult either or both of the following CSUDH websites:

http://www.csudh.edu/infotech/labs
http://www.csudh.edu/infotech/student_index.shtml

¡Muchísimas gracias por su participación en este curso!