

Purdue University
School of Languages and Cultures
SPRING 2016
SPAN 301

Instructor: _____

Correo electrónico: _____

Horario de oficina: _____

COURSE GOALS

Welcome to Spanish 301. This is a third year, advanced level course for students who have already developed their basic and intermediate language skills. The goals of this course are to develop formal grammatical knowledge through explicit grammar instruction, reading of original texts (lecturas), meaningful oral practice and academic writing. The course will place an emphasis on the explicit teaching and production of formal aspects of the language and it will be conducted entirely in Spanish. *English is NOT allowed at any time.*

At the end of the course, we will expect you to have achieved the following:

- A thorough knowledge, comprehension and production of the Spanish grammar.
- Enhanced oral and written skills in Spanish.
- Enhanced ability to understand, critically evaluate and summarize literary texts.
- Be prepared for higher level courses in Spanish literature, linguistics and culture.

ORGANIZATION OF THE COURSE. The course will consist of **lectures** and **tutorials**:

- ❖ **Lectures** will take place every Monday and Wednesday using *Pasajes Lengua textbook*. Lecture classes will be dedicated mostly to explicit instruction of formal grammatical aspects of the language and communicative activities.
- ❖ **Tutorials** will take place every Friday using *Pasajes Literatura textbook*. The main objective is **oral practice**. They will be focused on language production (oral practice) and critical evaluation of literary texts. Activities will include oral presentations by the students (*Proyectos culturales*), critical evaluation and discussion of literary texts and oral practice (communicative activities). Tutorials classes will provide you with a 'less formal' atmosphere to practice the language in the context of meaningful activities. The development of vocabulary will also be highly emphasized. Therefore, make sure to interact in a productive way with other students and the instructor and participate actively in the communicative activities and discussions of readings.

Note: All students are required to read the grammatical material before the lecture and the literary readings before each tutorial. Failing to do so will significantly affect your final grade in the course.

REQUIRED MATERIALS

Pasajes, Séptima edición, 2010. Bretz, et al. McGraw Hill, (ISBN: 0077577094). *It includes:*

- *Pasajes Lengua SPAN 301/ 302, Spanish level V & VI Purdue University*
- *Pasajes Literatura*

- The course materials will be available at University Bookstore.
- *Blackboard* includes the syllabus and other resources. All students are required to check *BlackBoard* for course information and course materials.
- **Three copies of the course materials are also available at the HSSE Library for consultation only.**

COURSE REQUIREMENTS

Exams 1 & 2	30%
Oral Exams	6%
Compositions	15%
Participation	10%
Oral Presentation (Proyecto Cultural)	10%
Homework	14% (7 % video clips, 7 % textbook)
Final Exam	15%

	100%

Final grade scale:	A: 90 – 100	B: 80 – 89	C: 70 – 79	D: 60 – 69	F: 0 – 59
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Note: Final course grades cannot be changed unless there is an error. The student must present the graded materials as evidence that a mistake was made. No grade disputes will be processed during the last and first weeks of each semester.

❖ EXAMS

There will be two mid-term exams (15% each), a final exam and two oral exams. Written exams will include a variety of topics that are representative of the material covered in the preceding chapters. They will include grammar, vocabulary, reading comprehension, and two video clip questions. The oral exams will take place during the course of the semester as specified in the syllabus.

❖ COMPOSITIONS

Students will write a total of 3 compositions. The composition will be written in class and handed in to the instructor at the end of the class period. It will then be revised by the instructor and handed back to the students with *general* comments within a week. The first draft will not be graded, only the final version of the composition will be. Students must hand in the first draft and final version during class time on the due date clearly indicated in the syllabus. Please note that late work will not be accepted and the student will receive a grade of 0 for the corresponding composition. In cases of a medical emergency, the student must bring a doctor's note to the instructor in order to do a make-up composition. Regarding the topics, they will be provided by the instructor on the day of the composition and will be related to the literary readings studied in class. All compositions must be typed in 12 pt Times Roman, double spaced, and approximately 1½ pages long (minimum 300 words). Please note that the content of the final composition must ***not*** differ from the content of the draft written in class. Only grammatical/orthographic changes are permitted. See composition rubric in Blackboard.

❖ PROYECTO CULTURAL (ORAL PRESENTATION)

Students will receive 10% for the cultural topic that will be chosen on the second week of classes (Friday) in consultation with the instructor. Oral presentation is 8 min. long plus 2 min. for questions. **Students must hand in to the instructor an outline one week prior to their presentation highlighting the cultural content.** Please revise the document “**Presentation Guidelines**” on Blackboard for detailed instructions on the format of your presentation and grading criteria.

- ❖ **HOMEWORK:** is divided in textbook homework and video clip homework:
(1) Textbook homework is specified in the syllabus and it will be checked at the beginning of each *Lecture* (grammar and vocabulary exercises) or *Tutorial* (reading comprehension exercises). You **must** read and prepare **ALL** assigned material by your instructor. Please keep in mind that **late homework is not accepted or e-mailing your homework is not accepted either.**

(2) Video clip (Cortometrajes) homework will consist of 4 *written reviews* of the video clips specified in the syllabus. Please use the *Video Clip Review format* on BlackBoard Learn to write your review. **IMPORTANT!! LATE VIDEO CLIP HOMEWORK IS NOT ACCEPTED. The video clip homework MUST BE TURN IN DURING CLASS TIME ON THE DUE DATE.** Please plan ahead to see these videos. You can use any **ITAP lab at Purdue**. These homework activities are meant to be done at home so that you come to class prepared to discuss the activity. **Homework is not optional.**

- ❖ **AYUDA Y APRENDE (SERVICE LEARNING PROGRAM)**

All 300 students may choose to participate in the **Service-Learning Program** (Ayuda y Aprende). Those students wishing to participate in Ayuda y Aprende will fill out the appropriate application during the first weeks of classes in order to be placed with a community partner. Students will then engage in 10 weeks of visits with the community partner for approximately 2 hours per week. Participating students must also attend five discussion groups, and complete a Proyecto Final, to be turned in at the end of the semester. Participation in Ayuda y Aprende allows students to earn up to **6 points extra credit** added to their final course grade. Interested students should read the Guidelines found on Blackboard. Students may also contact Kely Páez at spansl@purdue.edu concerning any questions about the program. Students are highly encouraged to take part of this program.

- ❖ **APRENDIENDO A LEER PROGRAM (LEARNING TO READ PROGRAM)**

All 300 level students are invited to participate in the literacy program *Aprendiendo a Leer Program*. Students in this program will be teaching 4 to 5 young children of Spanish background in K-5th grade how to read in Spanish. Teaching will take place on Wednesdays from 3:30 PM to 4:30 PM at Wea Ridge Elementary in Lafayette (20 mts from campus). Teaching training and materials will be provided and students will gain up to **6 points extra credit** for participating. In order to participate in this program, students must be very proficient in Spanish and pass an oral interview. A criminal background check will be conducted on all students participating in the program. No previous teaching experience is necessary. Students who participate in *Ayuda y Aprende* **cannot** participate in the *Aprendiendo a Leer Program*. Extra credit will only be awarded for one service-learning program. If you are interested in participating in this program please contact Julio Cesar Lopez Otero at jlopezot@purdue.edu. Enrollment is limited.

PROGRAM POLICIES

- ❖ **ATTENDANCE POLICY**

Attendance is obligatory, and irregular attendance will adversely affect your grade. Arriving excessively late (15 minutes) will be counted as 1 ABSENCE. You can miss up to three class periods (lectures or tutorials) without any penalty. After 3 absences, you will be penalized **one percent from the final grade per each additional absence.**

Number of Absences	0-3	4	5	6	7	8	9	10	11	12	13
Points deducted from final grade	0	-1	-2	-3	-4	-5	-6	-7	-8	-9	FAIL

On the 10th absence (without counting the 3 free absences), **you WILL FAIL this course.**

Note: Absences are not counted during the first week of classes due to late class registration. However, students missing these classes must talk to the instructor regarding the homework missed.

Athletes and other students in sponsored university programs

Who will miss class, homework, or an exam are **required** to provide their instructor **written documentation** (i.e., a letter from the program sponsor) of scheduled absences as soon as possible. After this is reviewed and approved by the Program Coordinator, you must make arrangements with your instructor to make up the work or exams that you will miss. Athletes will not be penalized for absences related to sports events where they are scheduled to participate. **Please note that a schedule of events from the athletic department must be handed in to the instructor during the first two weeks of classes.** Failure to do so will result in sports-related absences counting towards the final number of absences and point deduction from the final grade. The schedule of events must include the date, time and location where the event will take place and should be in official letterhead from the athletic department.

❖ PARTICIPATION POLICY

Participation grade will be divided into three periods (100 pts each). Each period will end after each exam. The participation grade includes interacting in a positive and productive manner with other students and the instructor, being prepared for class, paying attention, active participation, volunteering to answer, and always making an effort to speak in class and participate in Spanish. ***English is NOT allowed at any time.*** Please keep in mind that if you miss class, participation points cannot be made-up. Also, if you are found **texting in class, this will reduce your participation grade to 0 points for the entire class period. Texting is not allowed in class. Please keep this in mind to avoid unpleasant situations.**

❖ INCOMPLETES POLICY

Due to the nature of this course, **no incompletes** will be given except in exceptional cases of severe illness, military duties, or other verifiable medical emergencies and only after the student has completed at least 70% of the course. Students must inform his or her instructor with proper documentation. A final decision will be made by the Program Director Prof. Alejandro Cuza.

❖ MAKE-UP POLICY (EXAMS, COMPOSITIONS, VIDEO CLIPS, TEXTBOOK HOMEWORK)

Make-up extensions are considered only in the following cases: (1) athletic/other university-sponsored event participation with previous written documentation or (2) extenuating illness with written documentation (directly from the doctor or hospital). **The documentation provided must be from the same day the student missed class.** In the case of a religious observance, it is the responsibility of the student to speak with his or her instructor in advance in order to make the necessary class arrangements (see university policy on Religious Holidays at the end of this document). Students with one of the aforementioned excuses requesting a make-up exam or extension on the completion of any homework assignment must present the excuse to their instructor within **7 calendar days** of returning to class to be eligible for consideration for make-up course work assignments/exam options. No extension will be given after this deadline has elapsed. **If no documentation is submitted by the student, the grade for the missing exam, homework assignment will result in a 0.**

❖ RELIGIOUS HOLIDAY POLICY

In the case of a religious observance, it is the responsibility of the student to speak with his or her instructor in advance in order to make the necessary class arrangements.

❖ **HERITAGE LANGUAGE LEARNERS**

If you learned Spanish at home or in another natural setting during early childhood, this is not the right course for you. Please do ****not**** open the materials you have bought for this course until you talk to Prof. Cuza regarding this issue.

❖ **ACADEMIC DISHONESTY**

According to University regulations: “Dishonesty in connection with any University activity constitutes misconduct for which students may be subject to administrative action or disciplinary penalties. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty.” Instances of cheating or plagiarism will be taken very seriously in this course, and your teacher and course administrators will actively collaborate with the Dean of Students’ office in an on-going effort to enforce university regulations. Instances of cheating include, but are not limited to: handing in work done by someone else as your own (in paper or electronic form), handing in writing samples in Spanish that have been translated by someone else or processed through a language translator, copying from websites, assisting others in cheating, and any other form of plagiarism.

❖ **ELECTRONIC DEVICES**

Please turn off your cellular phones and ipods when you enter the classroom. These devices are prohibited during class time. During an exam, any communication on electronic devices could be understood by your instructor as an attempt to send or receive information about the exam (see information about Academic Dishonesty).

❖ **INQUIRIES**

If you have questions or concerns about your class, please contact your instructor first. Anything not resolved by students and instructors may be brought to the attention of the Program Coordinator Kely Páez at kpaezurb@purdue.edu. If your concerns are not yet resolved after taking to the Program Coordinator, please contact the Program Director, Prof. Alejandro Cuza at acuza@purdue.edu.

Inquiries regarding Service Learning should be directed to the Service Learning Coordinator Kely Páez at spansl@purdue.edu.

❖ **CAMPUS SAFETY AND EMERGENCY PREPAREDNESS.**

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. Emergencies due to weather or other circumstances may necessitate a change in the course. Emphasize efforts at instructional continuity if a campus shutdown is declared. Preformatted information is available at: <http://www.itap.purdue.edu/tlt/faculty/>

❖ **CLASSROOM CIVILITY STATEMENT**

Purdue University is committed to fostering diversity and inclusion and welcomes individuals of all ages, religions, sex, sexual orientations, races, nationalities, languages, military experience, disabilities, family statuses, gender identities and expressions, political views, and socioeconomic statuses. Please respect the different experiences, beliefs and values expressed by everyone in this course. Behaviors that threaten, harass, discriminate or that are disrespectful of others will not be tolerated. Inappropriate behaviors will be addressed with disciplinary action, which may include being referred to the Office of the Dean of Students.

Please visit Purdue’s Nondiscrimination policy for more information:
http://www.purdue.edu/purdue/ea_eou_statement.html

Calendario de clases Español 301 PRIMAVERA 2016

Fecha		Actividad	Tarea
Semana 1 Enero	Lunes 11	Introducción al curso. Revisión del silabo, organización del curso. Preguntas y comentarios.	La tarea para el miércoles es: ↓
	Miércoles 13	Capítulo 1: <i>Tipos y estereotipos</i> . Vocabulario pg.6 Gramática: Verbos copulativos Ser/Estar (pg. 19-22)	⇒ Después de leer la gramática , hacer <i>Práctica e Intercambios 3</i> pg. 22
	Viernes 15	Capítulo 1 (con't): Gramática: Verbos copulativos Ser/Estar Actividades comunicativas	Ir a Blackboard Learn – Abrir Carpeta (Folder) Ser/Estar Imprimir y hacer el Ejercicio de práctica A y B Ser vs Estar.
Semana 2 Enero	Lunes 18	<u>NO HAY CLASE</u> (<i>Martin Luther King, Jr. Day</i>)	
	Miércoles 20	Capítulo 1 (con't): Gramática: Objetos directos (pg. 31-32)	Después de leer la gramática , hacer <i>Intercambios 5</i> pg. 33
	Viernes 22	<u>En clase: Asignación de fechas y temas Presentación Proyecto Cultural</u> <i>* Libro Pasajes Literatura:</i> Lectura: “La Conciencia” Parte I. Discusión y análisis.	Leer “La conciencia I” (11-13) Hacer <i>Comprensión</i> Ej. A pg. 13; Ej. C pg. 14
Semana 3 Enero	Lunes 25	Ver capítulo 2: Gramática: Objetos indirectos y secuencia de pronombres objeto (pg. 50-56)	Después de leer la gramática , hacer <i>Intercambios 7</i> pg. 51; <i>Intercambios 8</i> pg.56
	Miércoles 27	Repaso estructuras gramaticales, actividades comunicativas	<u>Video Clip Review 1 due</u> Hacer Ej. A pg. 38
	Viernes 29	Tutoría: Lectura: “La Conciencia” Parte II. Discusión y análisis.	Leer “La conciencia” Parte II (18-19) Hacer <i>Comprensión</i> Ej. A, B pg.20
Semana 4 Febrero	Lunes 1	Capítulo 2: <i>La comunidad humana</i> . Vocabulario pg. 43 Gramática: El se impersonal, el se pasivo (pg. 46)	Después de leer la gramática , hacer <i>Práctica 1</i> pg. 47; <i>Intercambios 6</i> pg. 48
	Miércoles 3	Capítulo 2: (con't): Gramática: El se reflexivo (pg. 62-64)	Después de leer la gramática , hacer <i>Intercambios 10</i> pg. 65
	Viernes 5	Tutoría: Proyecto Cultural 1 Lectura: “La Llorona”. Discusión y análisis.	Leer “La llorona” (30-32) Hacer <i>Comprensión</i> Ej. A, B pg. 32-33

Semana 5 Febrero	Lunes 8	Capítulo 2: (con't): Gramática: El imperfecto (pg. 58-59)	Después de leer la gramática , hacer <i>Práctica</i> pg. 59; <i>Intercambios</i> 9 pg.60
	Miércoles 10	Capítulo 2: (con't): Gramática: El verbo gustar y otros verbos similares (pg. 68-69)	Después de leer la gramática , hacer Ej. B pg. 70
	Viernes 12	Tutoría: Proyecto Cultural 2 Repaso estructuras gramaticales y lecturas, actividades comunicativas Actividad de Pre-escritura # 1 en clase	Total TB HM CICLO # 1 = 20 tareas /100pts (5 points each)
Semana 6 Febrero	Lunes 15	COMPOSICIÓN # 1	Prepárate para escribir mínimo 2 páginas y ½ a mano☺
	Miércoles 17	EXAMEN # 1 (cap. 1 y 2)	¿Estás listo/lista para el examen?
	Viernes 19	EXAMEN ORAL # 1 en clase	Prepárate para conversar con tu compañero/a ☺
Semana 7 Febrero	Lunes 22	EXAMEN ORAL # 1 en clase	Prepárate para conversar con tu compañero/a ☺
	Miércoles 24	Capítulo 3: <i>Costumbres y tradiciones.</i> Vocabulario pg. 79 Gramática: El pretérito (pg. 82-84)	<u>Video Clip Review 2 due</u> Después de leer la gramática , hacer Ej. A pg.85; <i>Práctica</i> pg.89
	Viernes 26	Tutoría: Proyecto cultural 3 Lectura: “Como agua para chocolate” Parte I. Discusión y análisis.	Leer “Como agua para chocolate” Parte I (pg. 41-42) Hacer <i>Comprensión</i> Ej. A, B pg.43
Semana 8 Febrero	Lunes 29	Capítulo 3 (cont') Gramática: Pretérito vs Imperfecto (A,B, C) (pg. 93-95)	Después de leer la gramática , hacer Ej. A pg. 97; <i>Intercambios</i> 14 pg. 96
Marzo	Miércoles 2	Capítulo 4: <i>La familia.</i> Vocabulario pg.114 Gramática: Imperativo Formal (pg. 117-118)	Después de leer la gramática , hacer <i>Práctica</i> pg. 119; <i>Intercambios</i> 16 pg.119
	Viernes 4	Tutoría: Proyecto Cultural 4 Lectura: “Como agua para chocolate” Parte II. Discusión y análisis.	<u>Composición 1 Due</u> Leer “Como agua...” Parte II (47-48) Hacer <i>Comprensión</i> Ej. A pg. 48

Semana 9 Marzo	Lunes 7	Capítulo 4 (con't) Gramática: Imperativo Informal (pg. 130-131)	Después de leer la gramática , hacer <i>Práctica</i> 2 pg. 132
	Miércoles 9	Capítulo 4 (con't): Gramática: El presente del subjuntivo (pg. 122-125)	<u>Video Clip Review 3 due</u> Después de leer la gramática , hacer <i>Práctica</i> pg.125; <i>Intercambios</i> 18 pg. 126
	Viernes 11	Tutoría: Proyecto cultural 5 Lectura: El nieto. Discusión y análisis	Leer “El nieto” (54-57) Hacer Ej. C pg. 54; <i>Comprensión</i> Ej. A pg. 57
Semana 10 Marzo	Lunes14- Viernes18	<u>NO HAY CLASES</u> (<i>Vacaciones de Primavera</i>)	
Semana 11 Marzo	Lunes 21	Repaso estructuras gramaticales y lecturas, actividades comunicativas Actividad de Pre-escritura # 2 en clase	Hacer Repaso Ej. A pg.137 Leer ¡Ojo! pg. 108 y hacer Ej. A pg.109 <hr/> Total TB HM CICLO # 2 = 15 tareas /100pts (6.66 points each)
	Miércoles 23	<u>COMPOSICIÓN # 2</u>	<u>Prepárate para escribir mínimo 2 páginas y ½ a mano©</u>
	Viernes 25	<u>EXAMEN # 2 (cap. 3 y 4</u>	<u>¿Estás listo/lista para el examen?</u>
Semana 12 Marzo	Lunes 28	Capítulo 5. <i>Geografía, demografía, tecnología.</i> Vocabulario pg. 142-143 Gramática: Los pronombres relativos (pg. 147-148; 151)	Después de leer la gramática , hacer <i>Práctica</i> 1 y 2 pg. 152
	Miércoles 30	Capítulo 5 (con't): Gramática: Expresiones afirmativas, negativas e indefinidas (pg. 155-157)	Después de leer la gramática , hacer <i>Práctica</i> 1 pg. 157, <i>Intercambios</i> 21 pg.158
Abril	Viernes 1	Tutoría: Proyecto cultural 6 Lectura: Rosamunda. Discusión y análisis	Leer “Rosamunda” (91-94) Hacer <i>Comprensión</i> Ej. B, C pg. 94-95
Semana 13 Abril	Lunes 4	Capítulo 5 (con't): Gramática: Usos del Subjuntivo: certeza vs duda; emoción (pg. 163-165)	<u>Composición 2 Due</u> Después de leer la gramática , hacer <i>Práctica</i> 2 pg. 164
	Miércoles 6	Tutoría: Proyecto cultural 7 Lectura: Rosamunda (con't) Discusión y análisis	<u>Video Clip Review 4 due</u> Hacer Ej. B pg. 96
	Viernes 8	Tutoría: Proyecto cultural 8 Repaso estructuras gramaticales y lecturas, actividades comunicativas Actividad de Pre-escritura # 3 en clase	

Semana 14 Abril	Lunes 11	COMPOSICIÓN # 3	<u>Prepárate para escribir mínimo 2 páginas y ½ a mano☺</u>
	Miércoles 13	Capítulo 6: <i>El hombre y la mujer del mundo actual.</i> Vocabulario pg. 177 Gramática: Presente perfecto del indicativo (pg. 180-181)	Hacer Ej. A pg. 177 Después de <u>leer la gramática</u> , hacer <i>Intercambios</i> 23 pg. 182
	Viernes 15	Capítulo 6 (con't): Gramática: Presente perfecto del subjuntivo (pg. 185)	Después de <u>leer la gramática</u> , hacer <i>Intercambios</i> 24 pg. 186
Semana 15 Abril	Lunes 18	Capítulo 6: (con't): Gramática: El subjuntivo en cláusulas adjetivales (pg. 189-190)	Después de <u>leer la gramática</u> , hacer <i>Intercambios</i> 25 pg. 191
	Miércoles 20	EXAMEN ORAL # 2 en clase	
	Viernes 22	EXAMEN ORAL # 2 en clase	
Semana 16 Abril	Lunes 25	Tutoría: Proyecto cultural 9 Lectura: Hombre pequeño (pg. 98-100)	<u>Composición 3 Due</u> Leer “Hombre pequeño” (99) Hacer <i>Comprensión</i> Ej. A, B pg. 100
	Miércoles 27	Tutoría: Proyecto cultural 10 Repaso estructuras gramaticales y lecturas, actividades comunicativas	Leer ¡Ojo! pg. 195- 196 y hacer Ej. A pg. 197
	Viernes 29	ÚLTIMO REPASO EXAMEN FINAL (cap. 5 y 6)	Total TB HM CICLO # 3 <u>= 15 tareas /100pts (6.66 points each)</u>
<p align="center">ATTENTION! <u>FINALS WEEK</u> from <u>Monday, May 2nd through Saturday, May 7th, 2016</u> Final Exams are <u>not</u> given early. <u>~THIS SYLLABUS IS SUBJECT TO CHANGE~</u></p>			