

Valdosta State University
Department of Modern and Classical Languages
Spanish Immersion in Cordoba, Argentina

Course Syllabus for SPANISH 3270
Survey of Latin American Literature

Summer, 2012

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| Section: 51117 | Class Time: MTWTHF 9:00 a.m. – 1:00p.m. | Classroom: PECLA-Cordoba University |
| Credits: 3 | Prerequisite: SPAN 2001 or the equivalent | |
| Instructor: Dr. Ericka H. Parra | Phone: 229-333- 7374 | E-mail: ehparra@valdosta.edu |
| Office: PECLA | Office Hours: TUE/TH3:00 p.m. - 4:00 pm. | F by appointment |
| Find the Activities' Calendar on BLAZEVIEW | | |

The Purpose of this Syllabus.

This syllabus is intended to serve as a guide to course expectations, policies, and grading procedures. Remaining enrolled in the course after being presented with this syllabus implies acceptance of, and a willingness to abide by, the policies, requirements, and penalties described herein.

Description: *Prerequisite:* SPAN 3200 or consent of the instructor. This is a survey of selected essays, poems, short stories, and other literary works; from Modernism to the end of the twentieth century. This is a course, conducted in Spanish, in which the student will be critically reading and discussing the major works of contemporary Spanish American authors in order to appreciate their literary and cultural values and to participate in a meaningful language experience. One innovation about this course is its hybridism. This course will be taught in Argentina. The immersion program will create awareness and understanding of various socio-cultural aspects and the distinctiveness of certain cultural traditions. It will be taught in collaboration with Argentinean professors so students will be able to discern various aspects and accents within the target language

Required Texts

There is no specific text for this course, although students will be required to seek out sources of text in Spanish from various periodicals (online or printed).

Student Responsibility:

It is the student's responsibility to know the administrative procedures established by the University that will be observed in this class. This is especially important regarding **dropping or withdrawing** from courses of instruction. Students must adhere to deadlines for drops and withdrawals in order to avoid academic and financial penalties.

AMERICANS WITH DISABILITIES ACT:

Valdosta State University complies fully with the requirements of the Americans with Disabilities Act (ADA). If you believe that you are covered under this act, Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in Farber Hall South. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

Goals and Outcomes:

Valdosta State University General Education Outcomes

<http://www.valdosta.edu/academic/VSUGeneralEducationOutcomes.shtml>

Outcomes for the Major Program in Spanish: <http://www.valdosta.edu/mcl/assessments.shtml>

Future and prospective teachers (Foreign Language Education track), consult the Conceptual Framework of the College of Education

<http://www.valdosta.edu/coe/ecre/documents/COEConceptualFrameworkELEMENTSANDINDICATORS2.doc>

Characteristics of language performance at the Intermediate-High level in the four skill areas are defined by the American Council on the Teaching of Foreign Languages, *ACTFL Proficiency Guidelines*. For further information, consult <http://www.actfl.org> or <http://www.sil.org/lingualinks/languagelearning/OtherResources/ACTFLProficiencyGuidelines/contents.htm>

Listening: Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced level listener, comprehension is less in quantity and poorer in quality.

Speaking: Able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narration and/or description.

Reading: Able to get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Has some difficulty with cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at Advance level, comprehension is less consistent. May have read material several times for understanding.

Writing: Able to meet most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed; where tense and/or aspect is expressed through verbal inflection, forms are produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Rarely uses basic cohesive elements such as pronominal substitutions or synonyms in written discourse.

Course Outcomes:

At the end of SPAN 3270, you will be able to communicate on selected topics and in appropriate situations at the Mid- High to Intermediate High level of proficiency, demonstrating varying degrees of mastery of selected grammatical structures and concepts, vocabulary items and cultural and literary knowledge. The focus of the course is the development of oral (speaking) and listening proficiency and the improvement of reading and writing skills as well as the development of knowledge of the culture and literature of Latin America. Within the range of listening, speaking, reading, and writing proficiency at the Intermediate-High to the Advanced Low/Advanced level, you will be able at the end of SPAN 3270.

1. To identify major figures in Latin America literature and to discuss representative works of these authors
2. To identify the major regions of Latin America and to discuss their relevance to various literary works and movements
3. To discuss the linguistic map of Latin America and its impact on literary history.
4. To identify major historical periods of the region and evidence of these events as reflected in literature.
5. To discuss the social and political identity of modern Latin America, as reflected in contemporary literature.
6. To identify and explain the significance of various cultural traditions within Latin America society, as they are reflected in selected literary works
7. To use technology as a resource tool for literary study and research (Blaze View)

Table of Correspondence: Outcomes, Standards and Assessment. ACTFL Target Level: Intermediate Mid

| Course Objectives | Assessment Instruments used to Measure Objectives | Assessment Instruments used to Measure Objectives | ACTFL/NCATE Program Standards | VSU General Education Outcomes | Projected Major Outcomes |
|-------------------|---|---|-------------------------------|--------------------------------|--------------------------|
| 1 | 1,2,3,4,5 | Formative written and oral assessments | 1.a, 1.b, 1.c | 2,,4,6,7, | 1,2,3,4,6,9 |
| 2 | 1, 2,3,4, | Formative written and oral assessments | 1.a,1,b, 1.c, 2.c | 2,4,6,7,8 | 1,2,3,4,6,9 |
| 3 | 2,3,4 | Formative written and oral assessments | 1.a,1.b, 1.c, 2.a, 2.c | 1,2,4,6,7,8 | 1,2,3,4,6, 9 |
| 4 | 1,2,3,4,5 | Formative written and oral assessments Summative written examination Summative oral examination | 1.a, 1.b, 1.c | 2,4,6,7 | 1,2,3,4,6, 9 |
| 5 | 1,2,3,4 | Formative written and oral assessments | 1.a, 1.b, 1.c, 2.a | 2,,4,6,7,8 | 1,2,3,4,6, 9 |
| 6 | 2,3,4,5 | Formative written and oral assessments Summative written examination Summative oral examination | 1.a, 1.b, 1.c, 2.a, 2.b | 1,2,3,4,6,7,8 | 1,2,3,4,6, 9 |
| 7 | 1,3 | Formative written and oral assessments | 1.a, 1.b, 2.a | 2,4,6,7,8 | 1,2,3,4,6, 9 |
| 8 | 1,3,4,5 | Formative written and oral assessments Summative written examination Summative oral examination | 1.a, 1.b, 1.c, 2.a, 2.b, 2.c | 1,2,3,4,6,7,8 | 1,2,3,4,6, 9 |

The final grade components are:

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| Participation: Attendance & Class Work. In order to get a grade you must attend 80% of the classes. | 10% | 2 Written Compositions | 10% |
| Assessments: Webcape (I) Pre-VSU Test Webcape (II) Post-VSU Test Anytime Cultural quizzes (VSU Final Written Exam Oral Final Exam | 50% | 2 Oral Presentations | 10% |
| | | Cordoba, Argentina | 80% |
| | | Final Project for VSU Spanish Speaker Interview Project Pre-Interview: submit 7 questions to your Instructor Interview: Make a Movie Post-Interview: Movie Presentation to the Class Bring (5) Listening Questions to the class based on your interviewer's answers | 20% |
| | | TOTAL GRADE | 100% |

Scale: A=100-90, B =80 – 89, C=70-79, D = 60-69, F = Below

COMPONENTS

Participation, Attendance & Class Work: Maintenance of an affirming and positive classroom environment is paramount to second language acquisition – as individual participation in this environment. In order to have a final grade you *must* attend to classes in Argentina a minimum of 80% out of 100%. Students will be assessed taking into account the following components: *Language quality, speaking only in the target language, attendance, and coming to class prepared, on time, and showing enthusiasm.* Daily participation will be graded according to the following aspects:

- Arrived on time, reviewed material before class, brought all necessary materials, positively participated in all activities, and used Spanish during class activities.
- Was not prepared for class or did not participate or used English during class activities.
- Displayed behavior disruptive to class, more than 15 minutes late/left early.

Composition: There will be two compositions during the semester. The topics will focus on socio-cultural aspects of the Argentinean Culture. You must compare these aspects with your own culture.

Homework: Students will be assigned textbook exercises as homework as indicated in class. There will also be handout exercises to be turned in or inspected by the instructor.

Assessments: The goal of the evaluations is to assess your ability to assimilate what you have learned about Spanish grammar, vocabulary, language, and culture in each unit. **Tests are not curved and no make-up tests will be given.**

Placement Tests: There will be TWO Placement Tests the FIRST WEEK OF CLASSES. ONE in your Tell Me More and the TWO for the University System of Georgia (Webcapel-II).

Quizzes: There will be pop quizzes on BlazeView (10 minutes each) covering the material presented on the cultural visits and excursions in Cordoba, Argentina. The dates of these quizzes are indicated on your Blaze View Calendar.

Exams: There will be **two** chapter exams covering the material in each of the chapters studied in class. The dates will be indicated in the schedule.

Final Written Exam Includes all material covered in the course. It will be written and oral. The **written exam** will include grammatical and socio cultural topics. The **oral exam** will be a class presentation about a topic chosen by students or suggested by the instructor. The class presentation will last 15 to 20 min.

Interview –Movie Maker Projects: The project will have three stages. 1) Pre-Interview: In groups of two, students will submit to your instructor 7 questions for the Interview Project. Use the vocabulary, and the grammatical points you are studying in class. 2) You will interview a Spanish Speaker. 3) You will present the movie and give a work sheet activity of FIVE items to each classmate. The entire class will turn in the listening assessment. This project will be an **extra** assignment to support your final grade.

Attendance Policy: It is *strongly recommended* that you attend each class. Tardiness, early departures, and entering or leaving the room while class is in session are inappropriate and unacceptable practices. Students are expected to remain in class unless they are ill. Please inform me if you are sick or have a chronic condition.

Excused Absences: You must provide a reason for absence based on documented illness, death, accident, required attendance at official VSU events, etc. Bring a copy of absence verification.

Unexcused Absences: You may use two hours (2 hours) unexcused absences as “freebies” for whatever reason you wish. Each unexcused absence above two (2) will result in a 2% deduction of the final grade in the course. —For example, if a student has a final grade of 92 with 4 unexcused absences, having two absences above the two freebies would lower the grade by 4 points, to 88.

Accommodation: Students in need of classroom accommodations or modifications because of documented disability should discuss this need with the professor at the beginning of the term. Students not registered with the Special Services Program should contact the Special Services Office in Nevines Hall Room 226-A. The phone number is 254-2498.

Academic Student Conduct Code— Faculty should publish their own policies in regard to plagiarism and other forms of academic dishonesty. Useful information is located in Section I of the Student Code of Conduct, located in the Student Handbook. The Council of Writing Program Administrators also has a useful document: “Defining and Avoiding Plagiarism: The WPA Statement on Best Practices” at

<http://www.valdosta.edu/academic/AcademicHonestyPoliciesandProcedures.shtml>

University Resources: Visit this site to find more about the resources available to students.
<http://www.valdosta.edu/access/facresources.shtml>

SafeAssign. By taking this course, you agree that all required course work may be subject to submission for textual similarity review to SafeAssign, a tool within BlazeVIEW. For more information on the use of SafeAssign at VSU see [SafeAssign for Students](http://www.valdosta.edu/academic/SafeAssignforStudents.shtml) (<http://www.valdosta.edu/academic/SafeAssignforStudents.shtml>).

Student Success Center in Langdale Hall. For more information on the **Student Success Center**, visit the following website: www.valdosta.edu/ssc or call 333-7575. **Please seek help early.** Do not wait until it is too late.

SOI: At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>

Other Policies:

Turn off all cell phones in class. Put away cell phones, music players, iPods and other electronic devices when in class.

Avoid disrupting the class by arriving late or leaving the classroom before the end of class.

Practice restraint, consideration and good manners.

To develop the required competence in this course, you must utilize the Language Laboratory (West Hall 140) and other support materials and services and assume responsibility for extensive preparation and practice outside of regular class time. If you are to attain the expected level of proficiency in the language, exceptional commitment, attention, time, study, practice and a positive attitude must be present. YOU MUST ASSUME RESPONSIBILITY FOR YOUR LEARNING.

Written homework is to be prepared according to the following guidelines:

Use a computer for written assignments. Use complete sentences in your answers.

Type your complete name, class and section and due date at the top of your paper.

If work exceeds one page, **staple** the pages together. Do not fold or bend the corner.

Hand in all assignments upon arrival in class. If you are unavoidably absent on a day when an assignment is due, send it or hand it in no later than the beginning of the next class meeting, along with a written explanation of the circumstances of your absence. Use the **Request for Consideration Form** for this purpose. Failure to do so may result in your not gaining credit for the assignment.

Keep a record of all your grades and attendance. Check that your grades are correctly recorded on your class Blazeview page.

Class information and resources:

- ✚ **Blazeview:** <http://blazeview.valdosta.edu/>
- ✚ **McGraw-Hill Puntos de Partida and CENTRO**<http://www.mhcentro.com/books/>
- ✚ **Online Learning Center:**www.mhhe.com/puntos8
- ✚ **Free Lessons:** <http://www.studyspanish.com/>
- ✚ **Grammar practice:** <http://www.colby.edu/~bknelson/SLC/>
- ✚ **Best Spanish websites:** <http://www.uni.edu/becker/Spanish3.html>
- ✚ **Online Dictionary:** <http://www.wordreference.com>