

## **SPA 404 Advanced Spanish Oral and Written Communication**

**3 credits**

### **Course Description and Purpose**

This is an intensive 6-week course on advanced Spanish composition, conversation, and culture. The primary goal of Spanish 404 is to assist students in developing effective writing, reading, speaking, and listening skills that will allow them to move toward the following advanced levels in these areas. In order to achieve this goal, we will write often, read texts in a variety of genres from the Spanish-speaking world, engage in conversation activities, and complete a thorough grammar review through the conversation practices. Grammar review and vocabulary building in and out of class will help students develop written and oral proficiency in the following areas (among others):

1. Written communication, through practice with different kinds of writing (reports, presentations, and essays) as well as with the writing process itself (argument support and organization of ideas, and accuracy).
2. Oral communication: become more comfortable speaking with and comprehending peers on topics with a real-life social context.
3. Literary comprehension: comprehend literary texts of various genres.

Readings and occasional videos on current social, cultural and intellectual topics will be the source of class discussion and vocabulary building.

### **Objectives**

1. To increase knowledge of advanced grammatical concepts in order to facilitate proficiency in written and oral communication with a Spanish-speaking individual or audience.
2. To write increasingly cohesive, complex sentences and paragraphs using grammar studied in class and to develop skills in Spanish throughout various stages of the writing process.
3. To build new vocabulary and develop skills as active readers by reading a variety of short literary/media texts.
4. To improve speaking and comprehension skills through in and out of class activities that address interpretation of written and visual texts as well as current social, cultural, and intellectual topics related to the Spanish-speaking world.
5. To foster critical thinking and multicultural awareness.

**Attendance: Students are expected to attend every class session and to make up all work missed because of legitimate absences. After 1 unexcused or unexplained absence, your final grade will be automatically lowered by 5%, after 2 absences 10%, after 3 absences 15%, and after 4 absences 20%.**

### **Grade Distribution:**

4 Reports

40% (10% each)

2 Essays	20% (10% each)
Daily Homework	10%
Attendance & Participation	10%
Final Oral Presentation	10%
Final Exam:	10%
TOTAL:	100%

The letter grade will be assigned according to the following scale:

90 - 100%	= A
80 - 89%	= B
70 - 79%	= C
60 - 69%	= D
0 - 59%	= F

**Reports** (40%, 10% each)

Each report will be about a cultural, social or historical aspect discussed during class and will be two oral. The oral reports will be done in groups and every person will receive the grade based on their individual performance. The class will need to take notes because they will have to ask questions after the presentations and also write a summary about the topics discussed in the presentations. Students can use a Power Point presentation or make a visual aid but should not read all their presentations. Students may use cards with some notes.

The oral reports will be evaluated on content, quality of the information, preparation and quality of the presentation.

**Essays** (20%, 10% each)

Essays will be graded based on quality of the information and opinion, creativity and critical thinking. Each essay will be qualified in the following aspects: structure, accurate vocabulary, grammar and narratives. Also the sources and evidence to prove the thesis or principal statement will be qualified. Students will receive a handout with the rubric for each aspect at the beginning of the course.

**Daily Homework** (10%)

In advance of each class meeting students will be expected to complete homework assignments of the following types:

1. Research assignments due at the beginning of class on their due date.
2. Supplementary grammatical and content-based exercises assigned throughout the six-week course. You should bring your answers to these activities to class typed or handwritten on the day they are due.

Full participation in class activities depends on completion of homework before arriving to class, and your participation grade will be negatively affected if you are not completing homework on time.

**Classroom Protocol:** Please help maintain an atmosphere conducive to learning by adhering to the following requests.

1. Arrive on time.
2. Silence all cell phones before entering class and do not text during class.
3. Drinks in closed containers are okay.
4. Speak only Spanish during class, particularly in small-group activities.
5. Avoid interrupting another student who is working on a response.

**Final Oral Presentation (10%)** Students will give a final oral presentation individually or in groups. More information about this assignment will be provided to the students prior to its due date for preparation.

**Final Exam (10%)**

We will have an accumulative exam in the last week of class. Participation in class activities, completion of assignments throughout the semester, and review of material studied will prepare you for the exam.

**PLAN DEL CURSO**

<b>Semana #1</b>	<b>Lunes</b>	<b>Martes</b>	<b>Miércoles</b>	<b>Jueves</b>
<b>Inicia curso 404</b>	Presentación del programa y revisión del syllabus	Los estereotipos culturales: vocabulario asociado  Lectura de Pasajes, cultura Tarea: realizar los ejercicios de comprensión	El pueblo hispano, parte I  Lectura y discusión Términos raciales/étnicos  Tarea: realizar los ejercicios de comprensión	El pueblo hispano, parte II  Tarea: Elaborar y realizar entrevista a 5 ticos sobre los indígenas.
<b>Semana #2</b>	<b>Lunes</b>	<b>Martes</b>	<b>Miércoles</b>	<b>Jueves</b>
	Mr. Taylor, Augusto Monterroso. Trabajo de análisis literario. Trabajo con conectores pragmáticos para escribir los ensayos.  Tarea: realizar los ejercicios de	El hispano ante la muerte.  Diferencias culturales y religiosas  Tarea: a. realizar los ejercicios de comprensión	Diferencias en los cementerios, expresiones de clase social y creencias.  Investigar sobre los rituales indígenas ante la muerte. Los entierros.	Muerte constante más allá del amor, Gabriel G. Márquez  Primer reporte oral: Estereotipos y crítica social presentes en Mr. Taylor

	comprensión para el primer reporte oral	b. Investigar sobre el Día de los muertos		
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<b>Semana #3</b>	<b>Lunes</b>	<b>Martes</b>	<b>Miércoles</b>	<b>Jueves</b>
	<p>La familia hispana parte I</p> <p>Las tareas con mamá.</p> <p>Tarea: a. realizar los ejercicios de comprensión b. Elaborar un análisis sobre los roles de género, investigar en los medios y con su familia. Para reporte 2</p>	<p>La familia hispana parte 2</p> <p>Crianza de los hijos, diferencias generacionales y culturales.</p> <p>Tarea: realizar los ejercicios de comprensión</p>	<p>La muñeca menor, Rosario Ferré</p> <p>Análisis del texto</p> <p>Tarea: Leer los artículos sobre género asignados por la profesora.</p>	<p>Discusión de los artículos de género</p> <p>Nuevo concepto de familia</p> <p>Reporte 2</p>

<b>Semana # 4</b>	<b>Lunes</b>	<b>Martes</b>	<b>Miércoles</b>	<b>Jueves</b>
	<p>La Hispanoamérica actual Parte 1</p> <p>Tarea: realizar los ejercicios de comprensión</p>	<p>La Hispanoamérica actual parte 2</p> <p>Tarea: a. realizar los ejercicios de comprensión b. Buscar 2 noticias relevantes en periódicos escritos o en Internet: La Nación, El Financiero, CR noticias</p>	<p>Video: Quebrando los huevos de oro.</p> <p>Discusión sobre los tipos de turismo.</p> <p>Tarea: finalizar el ensayo 1 (el tema se decidirá sobre la marcha a elección de los estudiantes)</p>	<p>Ensayo 1 La lluvia, Uslar Pietri</p> <p>Tarea: realizar los ejercicios de comprensión</p>

<b>Semana #5</b>	<b>Lunes</b>	<b>Martes</b>	<b>Miércoles</b>	<b>Jueves</b>
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	El mundo de los negocios: Los EE.UU en Hispanoamérica parte I Tarea: realizar los ejercicios de comprensión	Father's Day, Héctor Velarde  Medios y formas de subsistencia/ Resistencia frente a la globalización Tema para reporte 3	Los Estados Unidos en Hispanoamérica parte II  Tarea: realizar los ejercicios de comprensión Leer: Los EE.UU. en Hispanoamérica parte III	Presentar las respuestas a los ejercicios de comprensión de la lectura asignada como tarea Reporte 3
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Semana #6	Lunes	Martes	Miércoles	Jueves
	Ensayo 2 (el tema se decidirá sobre la marcha a elección de los estudiantes)  Tradiciones religiosas: papá quiero hacer la comunión	La América Latina católica "renace"  Tarea: realizar los ejercicios de comprensión Leer: México-americanos, puertorriqueños y cubano-americanos Parte I	México-americanos, puertorriqueños y cubano-americanos Parte 2 Mitos y estereotipos sobre los migrantes	<b>EXAMEN FINAL</b>  PRESENTACION ORAL FINAL

**Materiales necesarios:**

**Diccionario español/inglés (Wordreference es un buen diccionario en línea)**

**Se usarán como base para las lecturas los textos:**

**Pasajes, cultura (Bretz, Dvorak, Kirschner, tercera edición)**

**Exploraciones imaginativas (Medina, Héctor y Porter, Ann Phoebe)**

**Comunicación escrita (Bolaños, Bolívar)**

**Ortografía programada (Ortega, Wenceslao)**