

(Sílabus tradicional)

Spanish Culture & Civilization - 83899 - SPAN 3380 - 01

(Course is both writing-enhanced & ACE (service learning component))

Professor (*profesora*): Dr. (*la Dra.*) Debra D. Andrist

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Virtual office hrs. via email; face-to-face by appointment

Email generally answered within no more than 24 hours or almost always much less time.

Syllabus in English with some translations due to Texas state legal requirements about access.

Course is both writing-enhanced & ACE (service learning component)

Syllabus subject to change for pedagogical purposes with advisement of students.

GENERAL UNIVERSITY, COLLEGE OF HUMANITIES & SOCIAL SCIENCES AND DEPARTMENT OF FOREIGN LANGUAGES (and Dr. Andrist's) POLICIES & INFO (*PÓLIZAS E INFO*)

(any of the required four policies)

AMERICANS WITH DISABILITIES ACT (ADA),

RELIGIOUS HOLIDAYS

VISITORS IN THE CLASSROOM

ACADEMIC DISHONESTY

<http://www.shsu.edu/syllabus/>

ATTENDANCE

<http://www.shsu.edu/dotAsset/1e59e034-4fe5-4563-be7b-362234dca1ae.pdf>

CLASSROOM RULES OF CONDUCT apply in both the virtual and face-to-face classroom

<http://www.shsu.edu/guidelines/StudentGuidelines2010-2012.pdf>

ADDITIONAL POLICIES SPECIFIC TO THIS CLASS

All syllabi are subject to adaptation by professor at any point for any reason with prior on-line special advisement of students.

ATTENDANCE/PRESENCIA

Students must be present for the entire class period each Tuesday and Thursday, i.e., for the entire 80 minutes during each class. Absences, late arrivals, early exits or leaving the classroom during class time are docked attendance and participation points. Except in total emergencies, use restroom and/or check email, etc., before or after class, not during.

DEADLINES/PLAZOS

Syllabus assignments must be submitted or presented in class at the time and day of the corresponding class as on the syllabus. No exceptions possibly barring catastrophe, defined by professor as death, hospitalized illness, etc.

Permitting make-up work, granting full or partial credit, etc., are solely at the discretion of the professor according to university guidelines. The student is responsible for communicating directly with professor when s/he is unable to submit required materials on schedule due to catastrophe. If physically possible, students should notify the professor and make arrangements for late assignments before the absence occurs. Excusing the student is at the sole discretion of the professor. If make-up work is permitted--in writing by professor--it is completely the student's responsibility to request and turn in make-up work within one week.

Students are encouraged to "buddy" with other students to get class notes/assignments and/or to arrange for other internet or computer access as necessary. Always refer to your syllabi on the course site on Blackboard first.

TIME & EFFORT COMMITMENT (TIEMPO Y ESFUERZOS)

Be prepared to spend at least six hours a week on this class over the fall semester for your progress, both in class & equal amounts of study time daily.

While I am sympathetic to jobs, child care, etc., other responsibilities on the part of students, it is mandatory to devote a minimum of the above amount of uninterrupted, highly-attentive, time to this course, a language-and-content-acquisition course. Please take the course during another semester if you are not able to devote that amount of time, energy and attention to the course.

TECHNOLOGY (TECNOLOGÍA)

Prepare to do any on-line components of the course before the first day of class. For the technological demands of the course, as in use of Blackboard, do the tutorial. If you have problems with the technological side of the course, immediately contact DELTA, Blackboard and/or Helpline (neither the professor herself nor the peer tutor can help with technology itself).

ADVICE FROM DELTA (CONSEJOS DE DELTA)

"Having problems loading content in your Blackboard courses?"

If you are receiving Java or JSP errors when trying to access content or tools in your Blackboard course *don't panic!* Clear your Internet browser's cache and all will be well.

Instructions for clearing your cache can be found here: <http://www.wikihow.com/Clear-Your-Browser%27s-Cache>

If you need further assistance with this, contact our Support Desk at 936.294.2780/blackboard@shsu.edu

http://distance.shsu.edu/blackboard/how-to/need_help.html

<http://online.shsu.edu/campus/support-desk/>

ADVICE FROM PROFESSOR (CONSEJOS DE LA PROFE)

Do not wait until the last minute, close to the deadline, to print out assignments to bring to class. Give yourself time to get help from blackboard@shsu.edu or 936-294-1950 in case there is an unexpected technological glitch on either your end or that of SHSU. Technological glitches at the last minute are not acceptable excuses for not meeting deadlines. Do not email assignments for any reason.

Do your work in Word 10 so that accents, double-spacing, etc., show up as required. The document « type international characters » in Blackboard documents gives steps for adding accents, tildes, diéresis, etc.

PLAGIARISM (*PLAGIO*). Do not plagiarize under any circumstances; quote and/or paraphrase but give credit. Your enrollment in this class constitutes your legal and moral obligation to the honor code. Definition: <http://library.duke.edu/research/plagiarism>

PHILOSOPHY (*FILOSOFÍA*). This is a university-level academic undergraduate course with appropriate academic requirements. You earn your grade on that basis. You do not receive university credit for "ethnic or gender consciousness" or even Spanish language ability per se.

INTERACTION (*INTERACCIONES*)

Respect for others' views and space, not necessarily in agreement with one's own, is required on the part of every participant, including what is expressed, shared, etc., in the course of class interaction. Respect for others in general, particularly in the case of disagreement about class management issues or discussions, is required on the part of every participant. Presentation style is important. Please treat others as you would have them treat you.

GENERAL STUDENT RESPONSIBILITIES (*RESPONSABILIDADES ESTUDIANTILES EN GENERAL*)

Prepare for any on-line aspects of the course BEFORE the first day of class, for the technological demands of the course, as in use of Blackboard. Do the on-line tutorial.

If you have problems with the technological side of the course, immediately follow these instructions (neither the peer tutor nor the professor can help with technology, only content).

You are personally & solely responsible for your activities and work (asking questions or doing homework) in order to meet your personal expectations and desire for success/grade.

You are expected to keep in daily virtual contact with the professor, as well as during face-to-face class time.

ENRICHMENT ACTIVITIES TO SPEED ALONG YOUR PROGRESS: STUDY TIPS (*ACTIVIDADES PARA MEJORAR EL PROGRESO*)

General rule of thumb: try to incorporate Spanish into your regular, everyday life as much as possible.

Practice listening and speaking, even though this is a reading and writing course

- speak in Spanish with people who speak Spanish (either as a student or as a native)
- attend cultural events associated with the Hispanic world or Spanish language

Practice listening:

- watch television: news reports, listen to the radio, go to movies or rent videos in Spanish, especially at children's level

Practice reading:

- Buy or borrow books or articles in Spanish, especially at children's level, about your particular interest: cookbooks, medical studies, etc.

Subscribe to, buy or borrow a newspaper or magazine: *Americas, Vanidades, Buen Hogar, Cosmo*, etc.

Practice writing:

- find a Spanish-speaking pen pal: write and receive letters in Spanish
- keep a separate personal journal/diary in Spanish apart from the one required in this course
- write your class notes in Spanish
- write creatively (stories) in Spanish
- Use computer programs which use Spanish

IDEA EVALUATIONS (*EVALUACIONES*)

Students will complete the official IDEA evaluation towards the end of the session.

ONE IDEA ESSENTIAL OBJECTIVE:

- 1) Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures.

TWO IDEA IMPORTANT OBJECTIVES:

- 1) Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
- 2) Developing skill in expressing oneself orally or in writing

ACE (SERVICE LEARNING)

See document in Blackboard.

PERFORMANCE CONCERNS (*PREOCUPACIONES ESTUDIANTILES*)

As a teacher, I am committed to facilitating & maximizing each student's performance. Students must be committed to maximizing their own performance, too. This is a dual responsibility.

Please evaluate your personal class progress at least weekly, beginning at the first of the semester, and particularly after your first grade. Take responsibility and action right away! Do not wait until mid-semester and certainly do not wait until late in the semester to act on your concerns.

If you are concerned about your progress, please follow this chronological format:

1. Are you personally spending (minimum) equal time in outside-class preparation as you spend in the virtual classroom itself? (Very many students need more preparation time for language acquisition classes; you may personally need more and you may need study-strategy assistance. Ask for help!)
2. Have you contacted the SAM Center about study-skills suggestions/workshops in general?
3. Are you following the suggested syllabus scenarios to incorporate the target language into your life and maximize your experience?
4. Have you contacted the peer tutor and/or the professor to discuss specific actions which will help you improve your performance?
5. Have you arranged virtual study sessions with other students in the class?
6. Have you contacted the Writing Center and scheduled personal tutoring (free)?

GENERAL FACULTY RESPONSABILITIES (*RESPONSABILIDADES DE LA PROFESORA*)

Content but not technology. (*el contenido no la tecnología*)

I intend to post assignments with commentary and/or grades in Blackboard as soon as possible, usually within a week or before so you can use it to avoid repeating errors of form, especially.

COURSE-SPECIFIC EXPLANATIONS (*EXPLICACIONES DEL CURSO ESPECÍFICO*) definition of terms (*definiciones de términos*)

- goals=intended final learning results
- learning units=themes with objectives (leading to accomplishment of results)
- objectives: linguistic/cultural acquisition skills review, practice & applications : listen, speak; read ; write; culture
- assessment=evaluation of learning units' objectives=grades

COURSE DESCRIPTION (*DESCRIPCIÓN DEL CURSO*)

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|--|
| <ul style="list-style-type: none"> • <u>COURSE DESCRIPTION (from the Catalog):</u> • SPN 3380 Spanish Culture and Civilization. An overview of the culture and civilization of Spain. Prerequisite: Grade of C or better in SPN 361 or consent of Chair. Credit 3. |
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THIS COURSE'S EMPHASES:

- In terms of content, the focus is on Spain, as experienced through the five senses: sight, hearing, smell, taste and touch. Content about Spain through the ages, experienced via the five/six skills of language/cultural acquisition: listening, speaking, reading and writing, cultural knowledge and

insights, plus service learning (an ACE course). An overview of content will include any number of cultural manifestation over the history of the culture and civilization of Spain, including that which is on the Iberian Peninsula, the Balearic and Canary Islands, Ceuta and Melilla in North Africa and any colonies.

- In terms of format, in structured variations in and outside class, based on themes, you will 1. Explore by assignment as well as recall any prior knowledge (including that which may not be “correct”); 2. formulate any questions; 3. explore via more set assigned resources; 4. explore and investigate via open-ended searches for resources via assignments; 5. apply via assignments, presentations, projects; etc., in and outside class 6. Create via assignments, presentations, projects.

DUE TO THIS COURSE’S EMPHASES:

All submissions must be entirely in Spanish, including diacritic marks, etc. Therefore, you must work in *Word*, English (how to get symbols for diacritic marks using keyboard procedures are detailed in the international characters document in Blackboard, e.g., for an accented vowel: control, apostrophe, vowel) or *Word* Spanish version; cut-and-paste into Blackboard

GENERAL GOALS (Optimal results via content and practice) (METAS/RESULTADOS)

1. increased AWARENESS of/APPRECIATION for/CONTENT about the Spanish language as spoken in Spain and the culture and civilization of the Iberian Peninsula (later Spain) and pertinent associated areas.
2. ability to CONVERSE about/UNDERSTAND information about any aspect of the subject material using more than minimal VOCABULARY in Spanish, especially of cognates (and false cognates) and the ability make educated guesses about unknown words based on context as well as to identify unknown cognates.
3. ability to express oneself grammatically, including, but not limited to, the ability to CONJUGATE in both modes (indicative and subjunctive) and all tenses (present, preterite, imperfect, future, conditional, etc.).
4. ability to ADAPT to unexpected questions or responses.

COURSE OBJECTIVES (Optimal activities via skills)

1. To LISTEN to and comprehend standard Spanish spoken at average native speed.
2. To SPEAK without notes (or read aloud) standard Spanish with few enough pronunciation errors to be comprehended by a native speaker.
3. To READ in Spanish with minimal use of a dictionary by using cognates, context, etc. to ascertain meaning.
4. To WRITE in Spanish with few enough errors to be comprehended by a native speaker.

The course is designed for you to develop: (a) close-attention-to-detail and critical-thinking visual and reading skills, (b) good editing and proofreading skills, (c) good writing strategies, and (d) analytical skills using critical theories, all at the same time as you get content.

TEXTS (*TEXTOS/LIBROS*)

You will not need to buy any books for this course as there are on-line resources and various documents, URLs, etc., on the Blackboard course site, plus texts on reserve in NGL.

RESOURCES/DOCUMENTS (RECURSOS)

- IN BLACKBOARD
- GRAMMAR & SYNTAX: In case you need further explanation for writing purposes:
<http://www.spanishdict.com/grammar>

REQUIRED SUPPLIES (EQUIPAJE)

- Computer with internet access. Tune up your computer for remote access and for optimal technical performance and Blackboard course site and links
- Copy paper for printing typed assignments
- Pen or pencil and lined notebook paper for notetaking and exercises in class
- 3-ring notebook with lined removable paper for notes and exercises

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STYLE/ESTILO

This course has two specific delivery methods: face-to-face class and Blackboard. Spanish will be the preferred language in nearly all cases but code-switching will be practiced when absolutely necessary. Since language is a social skill and activity, using the language is the only way to

effectively learn. In whatever language, mistakes are natural--tolerance and assistance are the watchwords. Be flexible--think of another way to send the same message if you get "stuck."

COURSE ASSESSMENT (NOTAS)

EVALUATION/GRADES (Assessment) (*EVALUACIÓN/NOTAS*)

NOTAS=GRADES in English, NOT notes, which are *apuntes* in Spanish)

GRADING SCALE: UNDERGRADUATE = 1000 PTS. 1000-900=A, 899-800=B, 799-700=C, 699-600=D

GRADE COMPONENTS & EXPLANATIONS (*COMPONENTES DE NOTAS Y EXPLICACIONES DE COMPONENTES*)

60 pts.=29 days of attendance during entire class of each scheduled class@2; 1 if arrive late, leave during class or leave early ; 0 if absent for any reason

From time-to-time, this MAY include: selected days of learning reflections at end of a particular class to be handed in (simple percentage, may not be « made-up » for any reason, grade rubric : +=excellent, check=satisfactory, -=unsatisfactory or lacking). Comment on selected days, briefly at the end of class, filling in the blanks : what i learned today _____. what surprised me today _____. what i still have questions about today _____.
(This is a private communication between student and professor, incidentally.)

40 pts.=9 hours of ACE (Academic Community Engagement) participation with Spanish language component, two presentations@20

See Blackboard document : ace/service learning/civic engagement volunteer experience

On an individually-negotiated basis, you will complete either a group, or an individual, volunteer activity (especially “mesa”) outside class.

MAY NOT BE “MADE-UP” IF YOU ARE ABSENT OR FORGET

According to the National Survey for Students Engagement Annual Report (2002), “Community Engagement provides students with opportunities to synthesize, integrate and apply their knowledge. Such experience makes learning more meaningful and ultimately more useful because what students know becomes part of who they are.” Other research has found that ACE enhances academic performance and has shown to have a significant positive effect on GPA, writing skills, critical thinking skills, and a commitment to community service, self-efficacy and leadership ability.

A few suggested acceptable experiences having to do with Spanish language: volunteering at a blood drive or a medical mission, etc., or chat with/read to a patient or resident (Spanish-speaking) in a hospital or retirement home, etc., tutor in Spanish, etc.

Write in Spanish a maximum-50-word set of bullet-point notes* (sentence fragments) summary of who, what, why, when, where and how for the oral presentations. Include what you learned about the subject, the situation and yourself, plus answering the questions below. Typed, double-spaced. Your “experiences” will be corrected by the professor as you present only; see grading rubrics below. You will present your synopsis to the class in Spanish but DO NOT READ YOUR NOTES OR TEXT ALOUD. Be prepared to write notes on the board as necessary. MAXIMUM 1 MINUTE.

ACE courses require:

- A minimum of nine documented number of hours of community engagement per student
You will participate in two approved-by-professor, four-five hours each, service learning activities outside of class which are related to the Spanish language/Hispanic culture: tutoring, informal translating or a pre-approved-by-professor activity.
- A link between course objectives and community engagement
Community engagement in this course not only enhances knowledge and skills gleaned from the course content but allow for active use of same to make a difference in our community to improve the quality of life. This experience is designed to make a student see him/herself as a positive force in the world, deepen understanding of the role of citizen of a community, state, country and world—and to set up future and continuing community engagement experiences outside the classroom.

45 pts.= 3 « Hispanic » experiences outside class, apart from ACE@9

Attend an approved any Hispanic-related cultural activity outside of class. Write in Spanish a maximum-50-word set of bullet-point notes* (sentence fragments) summary of who, what, why, when, where and how for the oral presentation.. Your “experience” will be corrected by the professor as you present only; see grading rubrics below. You will present your synopsis to the class in Spanish but DO NOT READ YOUR NOTES OR TEXT ALOUD. Be prepared to write notes on the board as necessary. MAXIMUM 1 MINUTE.

140 pts.= 7 current events/news from Spain (11 oral, 3 written)@20

Find at least two (in case someone else has the same story) current news stories about/from SPAIN and/or topics related to SPAIN (NOT Latin America or any other Spanish-speaking or Spanish-language topic). Copy article; you may be asked to submit it. Anything not about/from Spain will neither be permitted to be presented nor credited. Use print newspaper and/or magazine articles or the internet as directed/limited on the daily syllabus. Write in Spanish a maximum-50-word bullet-point notes* (sentence fragments) summary of who, what, why, when, where and how for the oral presentation--facts, not commentary. Your synopsis or “news bite” of a current event will be corrected by the professor as you present

only; see grading rubrics below. You will present your current event synopsis or news bite to the class in Spanish but DO NOT READ THE ITEM OR TEXT ITSELF ALOUD. Be prepared to write notes on the board as necessary. MAXIMUM 1 MINUTE.

The written “experiences” or news bites to be entered into Blackboard must be in Spanish, in correct complete sentences, must be submitted in by copying into appropriate Blackboard dropboxes by midnight on the deadline date. These will be graded in Blackboard in terms of grammar, syntax, style, etc., as if they were essays—but facts, not commentary. DO NOT COPY THE ARTICLE ITSELF OR USE GOOGLE TRANSLATE, ETC

180 pts.=9 theme-based exams (may use your own readings/videos/presentations notes)@20
Multiple-choice and/or true & false

100 pts.=1 comprehensive final exam, true & false/multiple-choice facts about all themes about Spain (may use your own readings/video/presentations notes)

125 pts.=25 in-class discussions participation@5

active participation at least once in interactive discussions of CONTENT commentary on each topic question/directive as on the schedule; in Spanish; 5 pts. for participation; plus 10 pts. for appropriate/thoughtful content; plus 5 pts. for few enough errors in Spanish so as not to impede meaning or 2 pts. for errors which partially impede meaning. Sample in Blackboard.

200 pts.=4 in-class debates participation/input (topic-based, simple percentage, may not be « made-up » for any reason, regular rubric)@50

Cultural controversies: By lottery on the day due in class, you will be assigned a pro or con view of the controversy. (You will have researched both sides of this controversy before class, will have prepared written and balanced pro and con bullet-point notes*. On the day of the debate, be prepared to defend either viewpoint equally in a classroom debate with other students. You may use said notes* during the debate itself. See Blackboard document for debate protocols.

110 pts.=2 collaborative-by-lottery, theme-based-by-lottery, oral reports (10 minutes) in class, based on outside class research/investigation (regular rubric)@55

Will include:written individual reflections about own and others’ contributions, to be handed in at presentation time (may not be « made-up » for any reason, grade rubric : +=excellent, check=satisfactory, -=unsatisfactory or lacking).. (This is a private communication between student and professor, incidentally.)

Possible, but not all, formats:

- 1) Show and tell: You will choose an object somehow related to a theme (e.g., a flamenco dress for etnicidad, an olive for comida/bebida, etc.).You may use notes but not read in the presentation. Be prepared to answer questions in Spanish from other students which you must answer in Spanish. Repetitions and errors cost points (no help from other students or the professor).
- 2) Cultural demonstration: You will choose something, for example, a dance or song (flamenco) for etnicidad, a recipe (paella) for comida/bebida, etc. somehow related to a theme and prepare astep-by-step demonstration. You may use notes but not read the essay for the presentation. Be prepared to answer questions in Spanish from other students (which all will do as homework), which you must answer in Spanish. Repetitions and errors cost points (no help from other students or the professor).
- 3) Cultural skit: You will negotiate an event from Spanish history (which must be pre-approved by the professor), for example, Bobadil leaving Granada for historia or etnicidad or Picasso discussing techniques with Dalí for arte. You will research this event, prepare a written dialogue skit, each participant participating equally, acting out your skit, with props/costumes/etc., for the class on the day on the syllabus. You may use notes but not read the essay for the presentation. Be prepared to answer questions in Spanish from other students (which all will do as homework), which you must answer in Spanish. Repetitions and errors cost points (no help from other students or the professor).
- 4) Cultural biographical interview (individual): By lottery, you will be assigned a “persona” from Spanish history, for example, El Cordobés for tauromaquia or Cervantes for literatura. You will research this person, prepare written biography of 100 words, in Spanish to be posted on discussion board two days before the interview and, on the day of the interview in class, bring a copy of the biography for the professor, to be handed in before beginning the “interview” (with a picture of said person) by the class. You may use notes but not read the essay for the presentation. Be prepared to answer questions in Spanish from other students (which all will do as homework), which you must answer in Spanish. Repetitions and errors cost points (no help from other students or the professor)
- 5) Other according to your creativity but same concepts.

All written work must be typed and double-spaced, limited to 90-110 words in Spanish each; be succinct (correct spelling, including accents, grammar, etc.). Each error costs a point; be sure to edit. All written work should be based on a rough draft in Spanish, then polished with feedback in regards to both format and content, before submission. Do not write in English first and attempt to translate, especially via on-line translation sites. If you choose to get input from someone else (significant other, roommate, colleague in the class), do not have anyone correct errors per se but to indicate errors indicated by underline, highlight, etc., so you can correct them and learn from them.

Read your last corrected essay before submitting the next one. Avoid making the same mistakes in spelling, grammar, etc. from one essay to the next; repetitive errors will be deducted more points each essay.

100 pts.=POTENTIAL EXTRA CREDIT by reading 2017-18 Bearcats Read book (in English), *The Good Food Revolution: Growing Healthy Food, People, and Communities*, by Will Allen,

<http://www.shsu.edu/dept/fye/common-reading-program/>

available for free at Freshman Experience office, 2nd floor ABIV and write 200-word summary essay in (correct) Spanish complete sentences with 100-word comparative section on like “food” activities in Spain (from class content theme section on food and personal research). See previous syllabus directives about essays.

The following rubrics will be applied to all oral and written work as appropriate: special emphasis on correct form, but not limited to same, in this course: pronunciation, vocabulary, grammar, spelling (including diacritic marks) and mechanics, etc.

RUBRICS

| | 4 EXCELLENT | 3 GOOD | 2 FAIR | 1 POOR |
|--|--|---|---|--|
| ORGANIZATION | Presentation is effective and presented in a logical format with a clear beginning, middle and end. There is a clear statement of ideas and smooth transitions. The writer has stated the main idea clearly and has provided relevant details. | Presentation is effective with a few minor problems and is generally logical. The sequencing is logical but incomplete. The main ideas are clear but loosely connected. | Presentation is somewhat logical but can be confusing at certain points. Ideas are not well connected and lack logical sequence. The main idea is unclear and lacking relevant details. | Presentation lacks organization and logical order. Ideas are not communicated effectively and lack appropriate details. Presentation is inappropriate and distorts the topic. |
| CONTENT | The main idea is clearly conveyed in a presentation that is relevant and interesting. The student provides evidence of thoughtful input and all details are appropriate. Appropriate vocabulary and functions are used. | The main idea has been conveyed but lacks relevant details to support it. The student usually uses proper vocabulary and appropriate functions. | The main idea is unclear and the details supporting it are irrelevant. The student uses few of the appropriate vocabulary words and functions. | The main idea is unclear and there is no evidence of details to support it. The details that are provided are irrelevant and none of the proper vocabulary or functions is used. |
| VOCABULARY (VOCABULARIO) | There is a wide range of the vocabulary words used in an accurate manner to convey the main idea. | There is an adequate range of the vocabulary words with some errors in usage. | There is a limited range of vocabulary words used accompanied by inappropriate use and errors. | There is a small range of vocabulary, erroneous usage and translation based errors. |
| GRAMMAR (GRAMÁTICA) | Grammatical functions are used correctly with very few errors in verb tenses, order, number, agreement, articles, prepositions and pronouns. | Grammatical functions are used adequately with some errors in constructions and with verb tenses, order, number, agreement, articles, prepositions and pronouns. | There are significant mistakes in constructions and with verb tenses, order, number, agreement, articles, prepositions and pronouns that interfere with meaning. | There are frequent errors in usage that distort meaning. Simple sentence construction is lacking as well as knowledge of verb tenses, order, number, agreement, articles, prepositions and pronouns. |
| SPELLING (DELETRERO U ORTOGRAFÍA) AND MECHANICS (MECÁNICA) (TO INCLUDE COMPONENTS OF INVESTIGATION AND RESEARCH AS APPROPRIATE TO THE ASSIGNMENT) | Spelling, punctuation, and capitalization are generally correct. Citations and paraphrasing are used appropriately as relevant to the assignment. | Spelling, punctuation, and capitalization errors are infrequent. Citations and paraphrasing are generally used appropriately as relevant to the assignment. | There are frequent errors with spelling, punctuation, and capitalization. Citations and paraphrasing are often misused. | Mistakes in spelling, punctuation, and capitalization distort meaning. Citations and paraphrasing are not used appropriately. |

WEEKLY SCHEDULE (HORARIO SEMANAL)

| Scheduled Meeting Times | | | | | | |
|--------------------------------|-------------------|-------------|--------------------------------------|-------------------|----------------------|--------------------|
| Type | Time | Days | Where | Date Range | Schedule Type | Instructors |
| Lecture | 3:30 pm - 4:50 pm | TR | COLLEGE OF HUMANITIES & SOCIAL 00232 | | | |

WEEK 1: INTROS (INTRODUCCIONES)

- roll: print both names and both surnames (five minutes)
- interviews/intros in class in Spanish: names as if in Hispanic world, hometown, classification, major, (ten minutes)
- recall of general knowledge about Spain, including stereotypes (15 minutes)
- exercise with visual syllabus (traditional in Blackboard)
- reflections on class on paper (due in class); (10 minutes)

WEEK 2: THEME 1 (PRIMER TEMA): GEOGRAPHY, TOPOGRAPHY & AUTONOMOUS REGIONS (GEOGRAFÍA, TOPOGRAFÍA Y REGIONES)

Tues., 8-29:

Mapas

<https://www.bing.com/search?q=autonomous+regions+of+Spain&src=IE-TopResult&FORM=IETR02&conversationid=>,
<http://www.spanish-fiestas.com/regions/>

sample report

TH, 8-31

Ciudades y arquitectura

estilo moro

Gaudí

News bite 1

Examen: tema 1

SEMANA 3: TEMA 2: LA POLÍTICA HISTÓRICA

martes, 5 de septiembre: los romanos

Spain after the Romans—in Spanish (25:00)

Any study of medieval Spanish culture must first explore the forces that left their mark on the country in antiquity. This program guides viewers through the historical and artistic legacy of Spain's Roman past, focusing on specific urban centers that were occupied by Roman legions. Featuring breathtaking footage from ruins and other archeological sites, the documentary traces not only the Italic influence so abundant on the Iberian Peninsula but also the role of the Visigoths in the era leading up to the Moorish invasion. Recaredo, San Isidoro, Don Rodrigo, La Cava, El Conde Don Julián, and Tarik all figure in the narrative. Not available in French-speaking Canada. (**Spanish**, 25 minutes)

Item Number: 39010

Hispanic experience 1 due

Report 1

7-9: los judíos

The Sephardic Legacy of Segovia, Spain: Pentimento of the Past (33:00)

Jewish culture has been present in Spain for centuries, but it is not always visible. In the ancient city of Segovia, layers of urban development have largely concealed a rich Sephardic heritage. This program explores that legacy and documents recovery and restoration efforts in Segovia's Jewish quarter. Combining interviews with scholars, historians, and residents with footage of medieval architectural features, the film vividly illustrates the long-term influence of the city's age-old Jewish community. Special attention is given to the cultural impact of the Edict of Expulsion in 1492—an event that interrupted but did not erase the Sephardic tradition in Spain. (Portions in Spanish with English subtitles, 33 minutes)

Item Number: 36488

Report 2

SEMANA 4: LA POLÍTICA HISTÓRICA

12-9: los visigodos

Del Imperio Cristiano a los Reinos Bárbaros—in Spanish with English Subtitles (44:00)

This program charts the turbulent history of the Iberian Peninsula under the Romans and Visigoths. The feudalistic divide between landowners and farmers, the brutal suppression and subsequent legalization of Christianity, barbarian invasions and the disintegration of the western Roman Empire, Visigothic rule, and incursions by Muslim armies are described through dramatizations, maps, artifacts, paintings, and footage of early churches. Many 3-D computer recreations—villas, an amphitheater, a church, and entire towns—are included as well. Not available in French-speaking Canada. An RTVE Production. (Spanish with English subtitles, 44 minutes)

Item Number: 34458

noticia 2

Report 3

14-9: los moros

The Moorish South: Art in Muslim and Christian Spain from 711 to 1492 (51:00)

Under Muslim rule, Spain became the most advanced, wealthy, and populous country in Europe, with great leaps forward in art, architecture, and many other fields. In this program, art historian Andrew Graham-Dixon travels from Córdoba to Seville and on to Granada as he tells the story of art in Islamic and medieval Spain. Richly designed and decorated buildings such as the Great Mosque in Córdoba, the Alcazar in Seville, and the Alhambra in Granada are examined, along with ornate gardens, other objects of art, and even culinary innovations. All of these striking visual examples help viewers understand the debt which both modern Spain and modern Europe owe to Moorish Spain. Contains some objectionable language and images. Original BBCW broadcast title: *The Moorish South*. (51 minutes)

Item Number: 39408

Report 4

examen: tema 2

SEMANA 5: TEMA 3: EL ARTE

19-9

The Dark Heart: 16th- and 17th-Century Spanish Art (53:00)

Art historian Andrew Graham-Dixon continues his travels from southern to northern Spain, revealing a stunning and informative array of artworks. In this program, he journeys to the provinces surrounding Madrid—where, during the 16th and 17th centuries, many of the world's great artists flourished against a backdrop of imperialism and fervent Catholicism. In Toledo, El Greco's mystical style is studied; at the Royal Monastery of Santa Maria de Guadalupe, Zurbarán's stark yet sensuous monk portraits come to light. And in Madrid, viewers discover the greatness of Velázquez, who rejected religious subject matter and instead held a mirror up to a crumbling empire. The Escorial, Ávila, and Trujillo are also visited. Contains some objectionable language and images. Original BBCW broadcast title: *The Dark Heart*. (52 minutes)

Item Number: 39409

Velázquez

Report 5**ACE plan due**

21-9:

The Mystical North: Spanish Art from the 19th Century to the Present (51:00)

Northern Spain has produced some of the world's most celebrated artists, including Picasso, Miró, Dalí—and Goya, who foreshadowed modern painting with his dark political consciousness. This program studies the artistic and social turmoil that engulfed Spain as the 20th century loomed, dawned, and rolled forward. Recounting Franco's tyranny against free expression, the program looks at Spanish artists who continued to create provocative work, such as exiled film director Luis Buñuel, and those with more spiritual motives, exemplified by Antoni Gaudí's uncanny structures. Today's visionary Spanish artists and architects, such as the esteemed Santiago Calatrava, are also profiled. Contains some objectionable language and images. Original BBCW broadcast title: *The Mystical North*. (51 minutes)

Item Number: 39410

Dalí

Report 6**Examen: tema 3****SEMANA 6: TEMA 4: LA TAUROMAQUIA**

26-9 la corrida

<http://es.wikipedia.org/wiki/Pasodoble>

<http://es.wikipedia.org/wiki/Tauromaquia>

<http://coloquio.com/toros/intro.html>

Matador (50:00)

A poetic and authentic look at the bullfighter and his bull—the importance of bullfighting in Spanish society; the breeding, rearing, and training of the bull; the human side of the matador; and the countryside and people who have provided a home for bullfighting for countless centuries. The program culminates at a bullfight at the Feria de Abril in Seville. Also available in English. (50 minutes) Spanish

Item Number: 964

Debate 1: Propuesta: La corrida, incluso matar el toro, representa un tesoro cultural de España

28-9 (WSSA BOARD)

tauromaquia & art (Picasso)

<https://picasso.shsu.edu/>

presentación: por el Dr. Mallén

noticia 3 escrita (entregada en Blackboard dropbox apropiado)

examen 4 (entregado en Blackboard dropbox apropiado)

SEMANA 7: TEMA 5: LA POLÍTICA SEMI -MODERNA

3 de octubre

La Época de las Calamidades—in Spanish with English Subtitles (53:00)

This program delves into a period of violence and catastrophe in Spanish history as civil war and ongoing campaigns against the Moors, on the one hand, and the Black Death and economic and agricultural crises, on the other, ravaged the Iberian Peninsula. Dramatizations and maps, architecture and art, bring to life a narrative that spotlights pivotal events such as the Battle of Río Salado and key personages—the Trastámaras, Pedro the Cruel, and others—who moved Spain ever closer to becoming a world power. Not available in French-speaking Canada. An RTVE Production. (**Spanish with English subtitles**, 53 minutes)

Item Number: 34462

Report 7

5-10 (SCMLA)

Peace Corps presentation

noticia 4 escrita (entregada en Blackboard dropbox apropiada)

examen: tema 5 (entregado en Blackboard dropbox apropiado)

SEMANA 8: TEMA 6: LAS FIESTAS

10-10

https://es.wikipedia.org/wiki/D%C3%ADA_de_San_Jorge

presentación por la Dra. Feu-López

12-10 (DÍA DE LOS HISPANOS en España pero DÍA DE LA RAZA en Latinoamérica)

<https://www.timeanddate.com/holidays/spain/>

http://en.wikipedia.org/wiki/Public_holidays_in_Spain

<http://www.spanish-fiestas.com/festivals/calendar/>

DEBATE 2: Perspectives of Día de la Raza: conquest/cultural hegemony/black legend view of Latin America vs. discovery/civilization/salvation view of Spain (oral in class)

Propuesta: Los conquistadores españoles y los sacerdotes católicos “civilizaron” a los indígenas Americanos.

MID-TERM EVALUATION (written and oral in class)

SEMANA 9: TEMA 7: LAS ETNICIDADES EN ESPAÑA

17-10 las lenguas

Vascos (14:00)

Basque country, on the northern edge of Spain—a fertile and productive region with strong traditions, a language of its own, and a culture quite different from the rest of the country.

Basque cuisine is no exception. From the largest city to the smallest village, it’s something they take very seriously. This program features a pair of Basque filmmakers who dream of entering

the Spanish film and television industry. Their work in progress, a documentary about culinary traditions, becomes a useful learning tool for viewers who want to build vocabulary and phrasing ability focused on food, beverages, dining, and cooking. A BBC Production. Part of the series *Sueños: World Spanish*. (**Spanish and English**, 14 minutes)

Item Number: 43576

Report 8

Dr. Triano-López, los gitanos (Roma)

19-10::TEMA 8: LA MÚSICA

The Heritage of Flamenco (60:00)

In Andalusia and all around the world, the sensual rhythms of flamenco ignite the blood with joy and sorrow. This program helps make accessible the mysterious, intimate, plaintive form of music known as flamenco, promoting a deeper appreciation of Spanish culture. Background information on Moorish Spain and a chronology of Gypsy history provide the context for generous footage of a *juerga*—an informal flamenco performance—that includes a full complement of dancers, singers, guitarists, and *palmeros*. An RTVE Production. (**Spanish**, 60 minutes)

Item Number: 10588

El artículo por la Dra. Andrist sobre el flamenco

Report 9

Examen: temas 6, 7 & 8

SEMANA 10: MÁS TEMA 5: LA POLÍTICA SEMI-MODERNA, COLONIAL

24-10 LA CONQUISTA Y LA INDEPENDENCIA COLONIAL

https://es.wikipedia.org/wiki/Grito_de_Dolores

DEBATE 3: propuesta: (Spanish perspectives of independence/self-determination/freedom view of Latin America) El Grito de Dolores, el 16 de septiembre de 1810—ahora Fiestas Patrias en México) fue una rebelión/un acto de traición /la anarquía..

1st ACE report due

26-10

MÁS TEMA 5: LA POLÍTICA MODERNA

The Spanish Civil War (25:00)

This program covers the roots of the Spanish Civil War—the electoral defeat of right-wing forces by the union of left-wing parties into the Popular Front; the polarization of Left and Right as Fascism and Communism loomed on the far side of the Pyrenees; the young officers' conspiracy that began the uprising in Morocco. Within days, the conflict had spread to Spain, and the bitter Civil War had begun. The program covers the course of the war: the battles, the targeting of civilians (including the bombing of Guernica), the human cost, the intervention of the totalitarian powers and the non-intervention of the democracies—until, at the end, the Soviet Union withdrew its support and the International Brigades were disbanded, Nationalist forces entered Madrid, and the war was over, leaving more than a million people dead, wounded, or as refugees. (25 minutes, b&w)

Item Number: 2597

artículo por la Dra. Andrist sobre las españolas durante la Guerra Civil en Blackboard

report 10

noticia 5

SEMANA 11

31-10 (HACU)

noticia 6, escrita (entregada en Blackboard dropbox apropiada)**experiencia hispánica 2, escrita (entregada en Blackboard dropbox apropiada)**

2 de noviembre (DÍA DE LOS SANTOS--el primero del mes en España [el DÍA DE LOS MUERTOS en México no los otros países hispanos])

¡Franco, Franco, Franco!—in Spanish with English Subtitles (64:00)

For nearly 40 years, the totalitarian regime of Generalísimo Francisco Franco defined Spain. This program draws upon archival footage and photographs to show what life was like for Spaniards during that era: on the one hand, post-war economic hardships, curtailed civil liberties, and stringent governmental suppression of opposition, while on the other, widespread modernization and, following the Spanish Miracle, an improved standard of living. Franco's grooming of the future king, Juan Carlos, is also covered. Not available in French-speaking Canada. An RTVE Production. (**Spanish with English subtitles**, 64 minutes)

Item Number: 34887

Report 11**Examen: tema 5****SEMANA12: TEMA 9: LA COMIDA Y LA BEBIDA**

7-11 Comestibles de las Américas

<https://cocinaalacarta.wordpress.com/2009/03/01/productos-alimenticios-de-origen-americano/>

https://en.wikipedia.org/wiki/List_of_food_origins#Americas

- 1 [Americas](#)
- 2 [2 North America](#)
 - o [2.1 North American nuts](#)
 - o [2.2 North American vegetables and grains](#)
 - o [2.3 Fruits of North American origin](#)
 - o [2.4 Pacific Northwest](#)
- 3 [3 Mexico and Central America](#)
- 4 [4 South America](#)
 - o [4.1 Meat](#)
 - o [4.2 Grain and beans](#)
 - o [4.3 Herbs](#)
 - o [4.4 Vegetables](#)
 - o [4.5 Fruit](#)

https://es.wikipedia.org/wiki/Gastronom%C3%ADa_de_Espa%C3%B1a

Recetas (moros y cristianos, judías verdes, etc.)

Vinos

https://es.wikipedia.org/wiki/Vino_de_Espa%C3%B1a

La Rioja

Jérez

Report 12

Barkats Read template

9-11

mediodía : almuerzo BearKats Read, Centro Estudiantil, noon (free with prior reservation if participating)

3:30: (clase usual) culinaria ecológica e inovadora

<https://redhuertosurbanosmadrid.wordpress.com/>

<http://www.flotas.com/el-boom-de-la-nueva-gastronomia-creatividad-innovacion-y-ciencia-en-la-cocina/>

(plazo del ensayo culinaria extra si participan)

DEBATE 4: propuesta: Vale la pena “comer local.”

Examen: tema 9

SEMANA 13: TEMA 10: LA LITERATURA

14-11

Introduction to Spanish Literature—in Spanish with English Subtitles (49:00)

Characterized by expressions of individuality, *popularismo*, criticism, stoicism, humor, piety, and dignity, the literature of Spain spans ten centuries, includes some of history’s most significant writers, and contains landmark works of every major literary genre. This program provides an overview of Iberian history as it relates to Spanish literature. The formation of regional tongues and their importance in the cultural life of Spain are discussed, with an emphasis on the three languages that, apart from Castilian, are most in evidence today: Catalan, Gallego, and Basque, or Euskera. Dramatic readings include excerpts from Rosalía de Castro’s *Cantares Gallegos*, Miguel de Unamuno’s “Alma Vasca,” Salvador Espriu’s *La Piel de Toro*, and Eduardo Pondal’s “Yo Nací en la Pequeña Ponteceso.” A Films for the Humanities & Sciences Production. (Spanish with burned-in English subtitles, 50 minutes)

Item Number: 34331

Report 13

16-11

The Middle Ages: From Anonymity to Authorship—in Spanish with English Subtitles (49:00)

The 13th and 14th centuries saw a remarkable cultural flowering under Alfonso X and the appearance of Spain’s first important literary achievements. In this program, leading scholars compare and contrast the writings of the masters of the late Middle Ages, whose works gave rise to some of Spain’s most memorable heroes. Dramatic readings include excerpts from the anonymously written *Cantar de Mio Cid*, Alfonso el Sabio’s *Cantigas de Santa María* and *Siete Partidas*, Gonzalo de Berceo’s *Milagros de Nuestra Señora*, Rabbi Sem Tob’s *Proverbios Morales*, and Juan Manuel’s *El Libro de los Estados* and *El Conde Lucanor*. A Films for the Humanities & Sciences Production. (**Spanish with burned-in English subtitles**, 50 minutes)

Item Number: 34332

Report 14

SEMANA 14

21-11

Artículo por la Dra. Feu-López en Blackboard

Presentación por la Dra. Feu-López sobre Figuera Aymerich

23-11 (U.S. THANKSGIVING, NO CLASSES)

SEMANA 15

28-11

The Renaissance: From Courtly Tradition to Loco Amor—in Spanish with English

Subtitles (49:00)

Despite the dampening effects of the Inquisition and the Counter-Reformation, the Renaissance gave a powerful impetus to learning and experimentation—and in the process ensconced Castilian as the language of choice for both poetry and prose. In this program, renowned experts place the masters of the Renaissance within the context of their times. Dramatic readings include excerpts from Fernando de Rojas's *La Celestina*, Juan Alfonso de Baena's *Cancionero de Baena*, the Marqués de Santillana's *Diálogo de Bias Contra Fortuna*, Jorge Manrique's *Coplas a la Muerte del Maestre Don Rodrigo*, and selected *romanceros*. A Films for the Humanities & Sciences Production. (**Spanish with burned-in English subtitles**, 50 minutes)

Item Number: 34333

Report 15

2nd ACE report due

Hispanic experience 3 due

30-11

The Siglo de Oro Begins: Pícaros and Mystics—in Spanish with English Subtitles (48:00)

At the onset of Spain's Golden Age, the genres of pastoral fiction and mystic poetry attained their fullest expression while the picaresque story made its bracing debut. In this program, respected authorities scrutinize the lives and works of those who paved the way for Cervantes, Vega, and Góngora. Dramatic readings include excerpts from the anonymously written *Lazarillo de Tormes*, Mateo Alemán's *Guzmán de Alfarache*, Jorge Montemayor's *Los Siete Libros de la Diana*, and poems from Fray Luis de León and San Juan de la Cruz. A Films for the Humanities & Sciences Production. (**Spanish with burned-in English subtitles**, 50 minutes)

Item Number: 34334

Noticia 7

Report 16

SEMANA 16

FINAL EXAM (EXAMEN FINAL): temas 1-10

04:00 p.m. - 04:50 p.m.

m Tuesday, December 5, 2017

06:00 p.m. - 08:00 p.m.