

Span-Amer Culture & Civilization - SPAN 3385 01

CRN: 23025

Duration: Jan 17, 2018 - May 10, 2018
TTh 3:30-4:50, LD 204

Professor (profesora): Dra. (la doctora) Debra D. Andrist

andrist@shsu.edu 936-294-1414

Office ABIV 333: office hrs. usually TTh 11 am-3 pm central time but by arranged appointments

However, I generally answer email within no more than 24 hours or almost always much less time, with exception of weekends or if I am out-of-town at a conference, when response may be slightly delayed.

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.

#associated Blackboard documents

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/participation points.

Except in overwhelming emergencies, use restroom, answer phone and/or check email, etc., before or after class, never during. Discussions & activities are collaborative, so your absence negatively affects others.

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 spring 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 or submit them in Blackboard. 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 to me for any reason unless I specifically ask for that.

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.

Do your work in word (watch out for « auto-correct » which will change cognates to English, thus being errors in Spanish) and paste into the discussion board or dropbox so that accents, double-spacing, etc., show up as required. The document *type international characters* in Blackboard documents gives you steps for adding accents, tildes, diéresis, etc.

HEADINGS FOR WRITTEN ASSIGNMENTS

Required headings on papers submitted

You will lose points for not including all of the information and in Spanish using correct spelling, etc.

BOTH NAME & SURNAME/NOMBRE Y APELLIDO: Debra D. Andrist

CLASS # & SEMESTER/# DE CLASE Y SEMESTRE: 3385, primavera 2018

TITLE OF ASSIGNMENT/TÍTULO DE LA TAREA : noticia #1

DATE SUBMITTED/FECHA ENTREGADO : el 12 de marzo

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*)

You are responsible for all material, on-line, on Blackboard, in class, etc.

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

Number of times that you review "homework" videos, readings, etc. is largely left to your discretion--you must assess how well you understand and how much practice, reading or written work outside of class you need. You are responsible for anything and everything in the syllabus, Blackboard or said in class. You are expected to watch videos carefully and highlight both those and reading and take notes as needed.

RESOURCES (RECURSOS):

- Tutoring. WOLC Department free tutoring (see procedure and schedule posted). Our tutors are graduate students, most are native speakers who can help with specific areas, or to practice your oral skills.
- Spanish conversation club. Group oral sessions with a native speaker language partner provided by the department of foreign languages. See schedule and topics posted. Use these sessions to practice your listening and speaking skills outside of class work. Attendance and participation to these sessions may constitute extra credit for the course. Talk to your instructor.
- Sam center, library, TWC center: live chat, website, research database, workshops, tours, research services.

Contact persons at the library for Hispanic content and/or the web services librarians at Newton Gresham Library

GENERAL FACULTY RESPONSABILITIES/RESPONSABILIDADES DE LA PROFESORA CONTENT BUT NOT TECHNOLOGY!/CONTENIDO PERO NO LO TECNOLÓGICO)

I intend to be available to discuss, advise, etc., during and outside of class as much as possible but not 24/7 immediate.

Virtual contact, real-life visits and phone calls may be arranged by appointment. Drop-ins may or may not be possible when my office door is open, although once in a while, I may not be available then due to other appointments/commitments. If so, I will leave a note as to my return. If the door is closed, I am not available. Please email for an appointment.

Please also either honor your appointment or email me to cancel. I will afford you the same courtesy if I have an unavoidable conflict.

Email is always better than telephoning.

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

INSTRUCTOR EVALUATIONS/EVALUACIONES DE LA PROFESORA

Two or three weeks before the end of the semester the student will be asked to complete an official IDEA evaluation of the course and your instructor. The one essential and two important objectives for this course are:

Essential

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

Important

-Learning to analyze and critically evaluate ideas, arguments, and points of view

-developing skill in expressing oneself orally or in writing (in the target language)

ATTENDANCE/PRESENCIA

Attendance” policy: follow the class schedule, barring personal physical catastrophe,** which must be documented in writing by an official source as soon as possible, preferably before the request for late submission due to catastrophe rather than after.

**catastrophe as defined by professor as death, hospitalized illness, etc.

Technology problems with computers or Blackboard do not qualify as catastrophes according to this definition; do not wait until the last minute to submit work so that you have options to reach helpline (do not contact professor for technical help)

Deadlines: syllabus assignments must be submitted at the time and day of the corresponding class as on the syllabus.

No late submissions.

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 syllabus on the course site on Blackboard.

The student is responsible for communicating directly with his or her instructor when s/he is unable to submit required materials on schedule in the case of catastrophe. If possible, students should notify instructor and make arrangements for late assignments before the absence occurs. Excusing the student is at the sole discretion of the faculty member. Only death, serious illness or accident would ordinarily be reasons for late assignments. It is the student’s responsibility to request and turn in late work, if permitted in writing by professor. Permitting make-up work, granting full or partial credit, etc., are solely at the discretion of the professor according to university guidelines.

The term “excused absence” is discretionary and solely up to the professor of record.

http://www.shsu.edu/students/studentguidelines2007_2008.pdf (shsu student guidelines)

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 nearly 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*)

SPAN 3385. Span-Amer Culture & Civilization. 3 Hours. A study of the culture and civilization of the Spanish-speaking areas of the Americas.

Prerequisite: SPAN 1411, SPAN 1412, SPAN 2311, SPAN 2312 and SPAN 3361 with a grade of C or higher.

THIS COURSE'S EMPHASES:

- In terms of content, the focus is on Spanish-speaking countries in the Americas, as experienced through the five senses: sight, hearing, smell, taste and touch. Content about those countries 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 cultures and civilizations of those countries.
- 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 the various countries and the culture and civilization of those countries 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 understood 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/DOCUMENTOS*)

- IN BLACKBOARD OR ON-LINE
- GRAMMAR & SYNTAX: In case you need review or 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 three specific delivery methods: face-to-face class and Blackboard and the internet. 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

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 (<i>VOCABULARIO</i>)	There is a wide range of the vocabulary	There is an adequate range of the	There is a limited range of vocabulary	There is a small range of vocabulary,

	words used in an accurate manner to convey the main idea.	vocabulary words with some errors in usage.	words used accompanied by inappropriate use and errors.	erroneous usage and translation based errors.
GRAMMAR (<i>GRAMÁTICA</i>)	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 (<i>DELETRERO U ORTOGRAFÍA</i>) AND MECHANICS (<i>MECÁNICA</i>) (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.

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

Samples in Blackboard in almost every case.

180 pts.=30 days of attendance during entire class of each scheduled class and the day of the final@6; 1 if arrive late, leave during class or leave early; 0 if absent for any reason

Includes active participation at least once each class in interactive discussions of content commentary on each topic question/directive as on the schedule; in Spanish: participation in discussions and activities; appropriate/thoughtful content; few enough errors in Spanish so as not to impede meaning or relatively few errors which partially impede meaning.

50 pts.=9 hours of ACE (Academic Community Engagement#) participation with Spanish language component plus written project in correct Spanish, summary of participation & answers to ACE questions, 90-110 words plus participation in ACE discussion in Spanish in class

Write in Spanish a 90-110-word set of bullet-point notes* (sentence fragments) summary of who, what, why, when, where and how for the oral presentations and written submissions Include what you learned about the subject, the situation and yourself, plus answering the ACE questions in Blackboard. Typed, double-spaced. Your “experiences” will be corrected by the professor as you present only--if presented; see grading rubrics below. You may 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. Max 1 minute.

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 other than Houston Hispanic Forum Career & Education Day.

May not be “made-up” if you are absent or forget or do not either participate in Houston Hispanic Forum Career & Education Day or alternative equivalent (approved by professor prior to HHF CED, Feb. 10)

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 alternative 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.

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.

50 pts.= 2« Hispanic » experiences outside class, apart from ACE#@25

Attend an approved any Hispanic-related cultural activity outside of class. Write in Spanish 45-55-word set of bullet-point notes* (sentence fragments) summary of who, what, why, when, where and how for the oral presentation.. Your “experience” may be corrected by the professor as you present only if presented; see grading rubrics below if you present your synopsis to the class. Do not read your notes or text aloud. Be prepared to write notes on the board as necessary. Max 1 minute.

100 pts.=4 current events/newsbites from Spanish-speaking countries of the Americas#@25

Find at least two (in case someone else has the same story) current news stories about/from Spanish-speaking countries in the Americas and/or topics related to Spanish-speaking countries in the Americas (NOT Spain or other Latin America countries speaking languages other than Spanish). Copy article; you may be asked to submit it. Anything not about/from Spanish-speaking countries in the Americas will not 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 45-55-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 if presented; 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. Max 1 minute.

Any written “experiences” or news bites to be entered into Blackboard must also 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

220 pts.=11 theme-based oral or written quizzes in Spanish# (may use your own readings/videos/presentations notes)@20

Oral : in-class presentations

Written : Multiple-choice and/or true & false (**may use your own readings/video/presentations notes**)

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 ____.

(These are private communications between student sand professor, incidentally.)

**1 final exam=quiz 11 true & false/multiple-choice facts
(may use your own readings/video/presentations notes)**

100 pts.=2 in-class debates# participation/input in Spanish (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.

300 pts.=6 individual oral reports# (max 2 minutes) in class, 45-55 words in Spanish, based on outside class research/investigation (regular rubric)@50

May 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).. (These are private communications between students and professor, incidentally.)

Possible, but not all, formats:

- 1) Autbio: who, what, why, where, when, how, something unique, about self
- 2) Interview/bio: See autobio, about other
- 3) Read poem about emotion in Spanish by Hispanic, include citation & bio
- 4) Show and tell: You will choose an object somehow related to a theme (e.g., a huipil blouse, for example, for etnicidad, an ear of corn 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).
- 5) Read work by woman in Spanish by Hispanic, include citation & bio
- 6) Cultural demonstration: You will choose something, for example, a dance or song (tango for example) for etnicidad, a recipe (arepa) 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).

All oral and 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.

50 pts.=POTENTIAL EXTRA CREDIT by reading 2017-18 Bearkats 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 Spanish-speaking countries in the Americas (from class content theme section on food and personal research). See previous syllabus directives about essays.

CLASS-BY-CLASS SCHEDULE/HORARIO CLASE POR CLASE

WEEK/SEMANA 1: Introductions to other students & to geography of (Hispanic) America/LAS INTRODUCCIONES A LOS OTROS ESTUDIANTES Y A LA GEOGRAFÍA DE LAS AMÉRICAS (HISPANAS)

Thurs., Jan. 18/jueves el 18 de enero

-Write & Speak & Listen/ESCRIBIR Y HABLAR Y ESCUCHAR: presentation 1: Self-intros/intros personales*

-Speak & Listen & Speak again/HABLAR Y ESCUCHAR Y HABLAR: presentation 2: Interviews/entrevistas*

-*National Geographic* photos, maps/fotos de *National Geographic*, mapas

-discussion of syllabi & geography/discusión de los sílabuses y de la geografía

-resumen*

- Quiz 1, escrito (on Blackboard: Syllabi quiz/examencito en línea de los sílabuses), due Mon., Jan. 22, before 8 am/plazo: lunes, 22 de enero, antes de las 8 de la mañana*
- Quiz 2, escrito (on Blackboard: Map quiz/examen de mapa), due Mon., Jan. 22, before 8 am/plazo: lunes, 22 de enero, antes de las 8 de la mañana*

WEEK/SEMANA 2: MESOAMERICAN (NORTH & CENTRAL AMERICAN) INDIGENOUS ROOTS/LAS RAÍCES INDÍGENAS MESOAMERICANAS (DE NORTEAMÉRICA Y CENTROAMÉRICA)

Tues., 1-23/martes el 23 de enero: LOS MAYAS

- Watch, listen before class/VER, ESCUCHAR ANTES DE LA CLASE:

SHSU, NGL, Articles, videos/films on-line, Films on Demand: *The Maya: Death Empire—Engineering an Empire*

- [www.shsu.edu, Newton Gresham Library, articles & more, videos/films on line: [Films on Demand](#) (May not work with older versions of Flash. If this does not work in IE, try Chrome.

Read *Quick-Start: How to Link to a Film, or Films on Demand: A Guide for SHSU Users*)]

- Read before class/LEER ANTES DE LA CLASE:

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

-discussion of and activities about Mayas/discusión de y actividades sobre los mayas

Thurs., 1- 25/jueves el 25: LOS AZTECAS

- Watch, listen before class/VER, ESCUCHAR ANTES DE LA CLASE:

[www.shsu.edu, Newton Gresham Library, articles & more, videos/films on line: [Films on Demand](#) (May not work with older versions of Flash. If this does not work in IE, try Chrome.

Read *Quick-Start: How to Link to a Film, or Films on Demand: A Guide for SHSU Users*)]

SHSU, NGL, Articles, videos/films on-line, Films on Demand: *The Aztecs: Engineering an Empire*

- Read before class/LEER ANTES DE LA CLASE:

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

-discussion of and activities about Aztecs/discusión de y actividades sobre los aztecas

Quiz 3 & reflection/examencito/resumen*

WEEK/SEMANA 3: CARRIBEAN & SOUTH AMERICAN INDIGENOUS ROOTS: LAS RAÍCES INDÍGENAS CARIBEÑAS Y SUDAMERICANAS (DEL CARIBE Y DE LA AMÉRICA DEL SUR)

T, 1-30/martes el 30 de enero: LOS INCAS

- Ver y escuchar: *Introducción a la cultura inca*
<https://www.youtube.com/watch?v=ZcYCvUcVelw>
- Leer: <https://es.wikipedia.org/wiki/Inca>

-discussion of and activities about Incas/discusión de y actividades sobre los incas

Th, Feb. 1/jueves el primero de febrero: LAS OTRAS ETNICIDADES

- leer-Grupos étnicos de América del Sur <https://www.viajejet.com/comunidades-indigenas-america-del-sur/>
- leer-https://es.wikipedia.org/wiki/Pueblo_mapuche

-discussion of and activities about other ethnicities/discusión de y actividades sobre las otras etnicidades

-Quiz 4 & reflection/examencito y resumen*

SEMANA 4: EL ENCUENTRO/LA CONQUISTA

m, 6-2 COLÓN ET AL

- leer: Conquista de América https://es.wikipedia.org/wiki/Conquista_de_Am%C3%A9rica
- ver y escuchar: SHSU, NGL, Articles, videos/films on-line, Films on Demand: *Age of Plunder: History of the World*, segments 1-14
- -Malintzín/Malinche/Doña Marina:
https://es.wikipedia.org/wiki/La_Malinche
- el mestizaje
leer: https://www.smith.edu/vistas/vistas_web/units/surv_mestizaje.htm

-discussion of and activities about the Conquest (vocabulary)/discusión de y actividades sobre la conquista (vocabulario)

Debate 1: Malintzín/Malinche/Doña Marina es *s/hero* v. traidora a su gente y ¿por qué?*

j, 8-2 LA COLONIZACIÓN

- ver y escuchar: SHSU, NGL, Articles, videos/films on-line, Films on Demand: *Conquest and Colony—Spanish with Optional English Subtitles*
- leer:
https://es.wikipedia.org/wiki/Colonizaci%C3%B3n_espa%C3%B1ola_de_Am%C3%A9rica
- el castellano
- la leyenda negra

leer: https://es.wikipedia.org/wiki/La_leyenda_negra

- las castas

leer: https://es.wikipedia.org/wiki/Sistema_de_castas_colonial

-discusión de y actividades sobre la colonización (la lengua, la leyenda, las castas)

-experiencia 1*

sábado., 10-2: PROYECTO ACE: DÍA DE CARRERAS Y EDUCACIÓN POR FORO HISPANO DE HOUSTON, GEORGE R. BROWN CONVENTION CENTER, HOUSTON, 9 de la mañana -3 de la tarde

SEMANA 5: LAS FIESTAS

m, 13-2: EL CARNAVAL

- leer: <http://www.casamerica.es/contenidoweb/el-carnaval-en-america-latina>
- leer: <http://www.imageneslatinas.net/2013/01/los-carnavales-en-america-latina.html>

-discusión de y actividades sobre la Carnaval y la Cuaresma

Noticia 1*

-ACE due if HHF CED*

j, 15-2: DÍA DE SAN VALENTÍN DAY AYER

- leer: https://es.wikipedia.org/wiki/D%C3%ADA_de_San_Valent%C3%ADn

-presentación estudiantil 3: lecturas preparadas antes de la clase: poemas emocionantes por latinoamericanos*

SEMANA 6: LA COMIDA Y LA BEBIDA

m, 20-2 comestibles originalmente de las Américas

- leer: <https://www.thespruce.com/foods-america-gave-the-world-102174>
- leer: What's for Dinner in South America? <http://worldwideadventurers.com/food-in-south-america/>

-discusión de y actividades sobre la comida

-presentación estudiantil 4: mostrar y contar*

j, 22-2 bebidas latinoamericanas

- bebidas
leer: <https://www.naturalproductsinsider.com/articles/2011/10/discovering-latin-american-beverages.aspx>

- vinos

leer: <https://latinamerica hoy.es/2012/06/06/el-vino-en-america-latina/>

-discusión de y actividades sobre las bebidas

-examencito 6 y resumen*

SEMANA 7: LAS ETNICIDADES Y LOS INMIGRANTES (FORZADOS Y VOLUNTARIOS)

m, 27-2

- ver y escuchar-SHSU, NGL, Articles, videos/films on-line, Films on Demand: *Mexico and Peru: The Black Grandma in the Closet—Black in Latin America, with Henry Louis Gates Jr.*
- ver y escuchar-SHSU, NGL, Articles, videos/films on-line, Films on Demand *Haiti and Dominican Republic: An Island Divided—Black in Latin America, with Henry Louis Gates Jr.*
- ver y escuchar-SHSU, NGL, Articles, videos/films on-line, Films on Demand *Cuba: The Next Revolution—Black in Latin America, with Henry Louis Gates Jr.*
- cimarrones

leer: https://es.wikipedia.org/wiki/Negro_cimarr%C3%B3n

-discusión de y actividades sobre los afrohispanos (cimarrones)

j, primero de marzo

- leer:
<https://www.esglobal.org/los-flujos-migratorios-intrarregionales-en-america-latina/>
- leer:
https://es.wikibooks.org/wiki/Chile_y_Latinoam%C3%A9rica_en_el_siglo_XX/Los_inmigrantes_europeos_en_Am%C3%A9rica_Latina_durante_el_siglo_XX

-discusión de y actividades sobre los otros inmigrantes

-examencito 7 y resumen*

SEMANA 8: MUJERES

m, 6-3

LAS PRESIDENTAS LATINOAMERICANAS

- leer: https://www.lainformacion.com/mundo/en-40-anos-10-mujeres-presidentas-en-america-latina_1ztRDHSfxav6fMoG66duV3/

- Leer: http://news.bbc.co.uk/hi/spanish/latin_america/newsid_4615000/4615746.stm

-discusión de y actividades sobre las presidentas

noticia 2*

j, 8-3: DÍA INTERNATIONAL DE LAS MUJERES

-presentación estudiantil 5: lecturas preparadas antes de la clase: poemas de amor por latinoamericanos

PAUSA PRIMAVERAL/SPRING BREAK 3-12-16

SEMANA 9 EL ARTE Y LA ARQUITECTURA

m, 20-3

- ver y escuchar: SHSU, NGL, Articles, videos/films on-line, Films on Demand:

Latin American Women Artists 1915–1995

- leer https://es.wikipedia.org/wiki/Pintura_de_Am%C3%A9rica_Latina

-discusión de y actividades

Examencito 10 y resumen*

-ACE due if other than HHF CED*

j, 22-3: presentación por el Dr. Mallén:

influencia de españoles

SEMANA 10: RELIGIÓN: SEMANA SANTA

m, 27-3 INDÍGENA Y ÉTNICA

- mayas
leer: https://es.wikipedia.org/wiki/Religi%C3%B3n_maya
- aztecas
ver y escuchar: Culture on Line Huay Tzompantli
<https://www.youtube.com/watch?v=z1RHVcZk4-k>
- incas:
leer: <http://www.historiacultural.com/2010/03/dioses-religion-inca.html>

- leer: afrohispano
https://es.wikipedia.org/wiki/Religiones_afroamericanas

-discusión de y actividades sobre las religiones indígenas y afrohispanas

j, 29-3 CRISTIANA

- ver y escuchar en Blackboard: *Semana Santa en San Miguel*
- teología de liberación

leer: https://es.wikipedia.org/wiki/Teolog%C3%ADa_de_la_liberaci%C3%B3n

- protestantismo

leer: https://es.wikipedia.org/wiki/Religi%C3%B3n_en_Am%C3%A9rica_Latina

-discusión de y actividades sobre las religiones cristianas

-examencito 9 y resumen*

SEMANA 11 (WSSA) EL ARTE

m, 3 de abril

- ver: Digital images of the Breitenbach collection can be found following this link, <http://digital.library.shsu.edu/cdm/landingpage/collection/p243vra> , not only will you student's find images of the entire collection they find names of the creators, place created, materials used in creating the masks and the festivals where the masks were used. The map is interactive, click on the creator or the location and you will go to the place on the map; at times I find the map on the original exhibit more useful, there is a link to the original exhibit under the map.

reunirse en NGL (biblioteca) Special Collections, 4th floor):

ver y leer sobre pósteres y máscaras

j, 5-4

- ver: Digital images of the Breitenbach collection can be found following this link, <http://digital.library.shsu.edu/cdm/landingpage/collection/p243vra> , not only will you student's find images of the entire collection they find names of the creators, place created, materials used in creating the masks and the festivals where the masks were used. The map is interactive, click on the creator or the location and you will go to the place on the map; at times I find the map on the original exhibit more useful, there is a link to the original exhibit under the map.

reunirse en NGL (biblioteca) Special Collections, 4th floor):

ver y leer sobre pósteres y máscaras

-plazo de noticia 3* y de experiencia 2 (las visitas de esta semana)* en Blackboard antes de la 8 de la mañana el lunes que viene, el 10 de abril

SEMANA 12: MÚSICA Y BAILE

m, 10-4

ver y escuchar: SHSU, NGL, Articles, videos/films on-line, Films on Demand *Santiago de Cuba: Luchando por la Vida—in Spanish*

- presentación en clase por el Dr. Saumell-Muñoz sobre la música cubana

j, 12-4

ver y escuchar: SHSU, NGL, Articles, videos/films on-line, Films on Demand *El Corrido Mexicano: Música y Cuernos de Chivo—in Spanish*

ver y escuchar: SHSU, NGL, Articles, videos/films on-line, Films on Demand *Argentina: Chamamé Crudo—in Spanish*

presentation 6: demo

SEMANA 13 LITERATURA

m, 17-4

- ver y escuchar:

SHSU, NGL, Articles, videos/films on-line, Films on Demand: *Pre-Columbian Literature*

- leer: https://es.wikipedia.org/wiki/Literatura_latinoamericana

discusión y actividades

j, 19-4

- ver y escuchar:

SHSU, NGL, Articles, videos/films on-line, Films on Demand: *The Latin American Boom*

discusión y actividades

examencito 10 y resumen

SEMANA 14: LATINOS, LOS EE.UU.

m, 24-4

- ver y escuchar:
SHSU, NGL, Articles, videos/films on-line, Films on Demand *Latin Beat: Latino Culture in the United States*
- SHSU, NGL, Articles, videos/films on-line, Films on Demand: *Hispanic Americans: One or Many Cultures?*
- SHSU, NGL, Articles, videos/films on-line, Films on Demand: *Puerto Rico: Paradise Invaded*

-discusión de y actividades sobre los latinos/latinx

j, 26-4

- ver y escuchar: SHSU, NGL, Articles, videos/films on-line, Films on Demand:
Victim of Two Cultures: Richard Rodríguez
- (Blackboard) Andrist, *Puentes & Máscaras*

-discusión de y actividades sobre los latinos/latinx

-debate 2: Las históricas pólizas políticas de los EE.UU. hacia los otros países hispanohablantes en las Américas ¿benevolentes o imperialistas y por qué?

SEMANA 15 LOS EE.UU.

m, primero de mayo

- ver y escuchar: SHSU, NGL, Articles, videos/films on-line, Films on Demand:
Hispanic Entrepreneurs: Against All Odds
- ver y escuchar: SHSU, NGL, Articles, videos/films on-line, Films on Demand:
Hispanics in the Media

-discusión y actividades sobre los latinos/latinx

j, 3-5 CINCO DE MAYO

- leer https://es.wikipedia.org/wiki/Cinco_de_Mayo
- quinceañera

leer: https://es.wikipedia.org/wiki/Fiesta_de_quince_a%C3%B1os

-discusión de y actividades sobre los latinos/latinx

-news 4

-repaso de todo el curso

EXÁMENES FINALES

DE MAYO, LAS DE LA TARDE

-examencito 11 sobre los latinos/latinx (contenido y forma) y resumen