



Antioch University Los Angeles
B.A. Program in Liberal Studies
Spanish 104
3 semester units
Fall Semester 2013



Instructor: Amy Sy, M.A.

Class Meeting Times & Place: Rm 302 Week of August 12th to Week of December 13, 2013 (4 hours per week/ 20 weeks).

Office Hours: Mon & Wed 8:00 and 9:00 AM and by appointment

Email: asy@davincischools.org

*****Please make sure you read and understand this outline.*****

¡Bienvenidos a Español 104! Welcome to Spanish 104. This is the first semester of a yearlong Spanish course designed for students that have successfully completed 3 years of Spanish regular, or 2 years of Spanish Honors. In this course you will master the structures of the Spanish language and improve reading comprehension and conversational skills. This course is taught within the context of the Spanish and Spanish American cultures. The first semester focuses on a survey of primary resources such as articles, songs, and news from all over the world and the second semester focuses on a survey of literature written by authors from all over the Spanish-speaking world. Students will use these resources to acquire fluency in the language. In the first semester focus will be on teaching literacy skills by exploring in Spanish topics related to student wellness; culture and economics in a sample Spanish-speaking country; and impact of culture on identity. In the second semester topics will include the literary contributions of several Spanish-speaking writers, immigration and Latin American history, the role of theatre in Spanish literature.

*Written Spanish, with an emphasis on both expansion of vocabulary and functional grammar is also included.

B.A. Program Learning Objectives:

- Critical and analytical thinking ability;
- The ability to understand issues from multiple perspectives;
- The ability to connect learning to lived experience;
- Social and intercultural awareness;
- Civic and community engagement;
- Core competency in foundational skills, including: writing, quantitative reasoning, information literacy, technological literacy, oral communication, and research.

Spanish 104 Learning Objectives:

Students will demonstrate the ability to:

- Comprehend conversations in Spanish on familiar topics and explain and respond to them in Spanish;
- Read and comprehend short readings and articles in Spanish with minimum use of a dictionary, and draw comparisons between the themes presented there, one's own experiences, and the world around us
- Write in Spanish with increased grammatical accuracy and good control of sentence structure as well as a sense of paragraph coherence and text organization.;
- Communicate in Spanish about past, present and future events, and express preferences, feelings, beliefs and opinions in order to gain a deeper comprehension of Spanish language and culture;
- Examine key elements of Spanish-speaking cultures presented in the written work of Latin American and Spanish authors
- Discuss current events and relate them to topics studied.

Note: **Spanish 104 is conducted completely in Spanish. This is a college level course and expectations are high.**

CLASS DYNAMICS

Class time will be dedicated to communicative activities in Spanish based largely on literature being read at the time. You should come to class prepared to participate and to enthusiastically engage in a variety of activities in groups and pairs. I will introduce new language and cultural information to facilitate communication.

REQUIRED MATERIALS

Blue or Black pens, highlighters, Single subject notebook not shared with other classes, bilingual dictionary.

Recommended Materials: (optional) 501 Spanish Verbs (both found at any bookstore)

EXPECTATION OF STUDENTS

Active participation is essential to the successful completion of this course. You are expected to demonstrate your willingness to participate in pair and group activities and that you have come to class prepared (having read the assigned pages and completed the assigned homework **on time**). If you do not prepare before class and participate actively in class, it is highly unlikely that you will acquire the necessary skills to pass the course. All course information will be updated regularly on My Big Campus where you will be expected to go for missing work and important information.

SPEAKING

Proficiency in speaking is an important objective of the course. For that reason, you will be provided many opportunities to acquire the necessary skills to speak in a variety of contexts and situations. You will be assigned role plays, skits, and oral presentations to be performed in class.

ISSUES AND CONCERNS

You should always speak with me directly with any issues or concerns about this course. I am here to support you and encourage you throughout the learning process and understand that we all come from different language backgrounds and capabilities. As your mentor and a lover of the Spanish language, literature and culture, it is in both of our best interests that you enjoy the learning experience in my class and leave this year with the desire to continue your love of Spanish and use Spanish in many capacities.

Evaluation Criteria

The final evaluation will address the extent to which students have met the learning objectives listed above, as demonstrated in:

- Active contributions to classroom discussion demonstrating constructive dialogue with peers
- Depth and critical perspective in papers and exams
- Development of understanding of the selected texts and analytical skill over the course of the term.

Additionally, the specific components of the course grade are constructed as follows:

- Listening and reading comprehension 25% (short weekly quizzes about class readings)
- Speaking (both conversational and presentational) 25%
- Writing 25% (3 formal essays)
- Culture 10% (2 presentations)
- Participation 15% (daily, anticipatory questions and post reading conversations entirely in Spanish)

- **Required Texts:**
- Teacher Reading Packets; Una Sola Vida, Nuestra Identidad Cultural, El Bienestar Social,

Tentative Schedule, Outline of Class Discussions, Readings, Assessments & Assignments:

Weeks 1-7 Una Sola Vida

Readings:

- Paquete de lecturas- Una Sola Vida

Topics: Teaching literacy skills by exploring topics that relate to student wellness.

- *Course Introduction*
- ¿Cómo puedo yo ser más orgulloso de mi mismo? How can I be even more proud of myself?

Assessments:

Journal, quizzes, analysis of findings (cause and effect diagrams, progress charts, etc.), essay

Learning Objectives:

- Aprender la importancia de vivir una vida equilibrada y la importancia de la habilidad de manejar su tiempo. *Living a balanced*

life and the importance of time management.

- Aprender conceptos básicos sobre la nutrición para una dieta sana y equilibrada. *Learn basic concepts about nutrition and a healthy diet.*
- Reflexionar acerca de nuestros hábitos alimenticios y las implicaciones directas en nuestra salud y en nuestro entorno. *Reflect on our dietary habits and direct implications of our health and our environment.*
- Destacar la presión social en el consumo juvenil. *Highlight social pressure on youth consumption.*

Weeks 8-14 Nuestra Identidad Cultural

Readings:

- Paquete de lecturas

Topics:

- ¿Cuáles son los retos y las oportunidades que presenta una sociedad multicultural a la cultura e identidad de un individuo? *What effect do the challenges and opportunities presented by a multicultural society have on the cultural identity of an individual?*
- Students acquire information, recognize distinctive viewpoints and further their knowledge of other disciplines. Students address discrete elements of daily life, topics of self and immediate or external environment or complex, concrete, factual and abstract topics related to the immediate and external environment.

Assessments: **Palabra en la calle** (Word on the street)- a mini documentary where people are interviewed about cultural/social issues that matter most to our students. **Bosquejo**- sketchbook where student documents their learnings each class. **Persuasive letter**- "A person you know that is older is always complaining that young people don't preserve cultural traditions". Write them a letter giving your opinion.

Learning Objectives:

- Reflexionar sobre las tradiciones, valores, identidad y cultura de uno mismo: *Reflection of traditions/ values, identity and culture of oneself.*
- Analizar cómo la cultura de la mayoría influye en uno mismo. *Analyze how the culture of the majority influences oneself.*
- Aprender el origen de algunas de nuestras tradiciones: *Learn the origin of some of our traditions.*

Weeks 15-19: El Bienestar Social

Readings:

- Paquete de lecturas

Topics:

Students will research what is a dignified life, what does el "bienestar social" mean to them? They will then choose a Spanish speaking country to research and compare with their own community's social well being. They also are to work as an agent of change and choose one area in their community that needs improvement and do something to make it better and report on it. We will also analyze common grammar mistakes and learn the rules to remedy them.

Assessments:

Quizzes, Exam (grammar) cuaderno de bosquejo (sketchbook/notes), ensayo (essay)

Learning Objectives:

- Reflexionar sobre el bienestar social en los países ricos y pobres. *Reflect on the social well being in poor and rich countries.*
- Analizar la calidad de vida en los países ricos y pobres. *Analyze the quality of life in rich and poor countries.*
- Destacar los desafíos para tener una vida digna. *Highlight the challenges of living a dignified life.*

Week 20

Topics:

Semester 1 wrap up

Assessments:

Presentation of Learning (oral exam)

Learning Objectives:, speaking and presentational skills (Presentation of learning), Listening and Reading comprehension and understanding of culture (final exam)

Incomplete Policy

Per University policy, students must complete all course work by the deadlines stated in the syllabus. If a student anticipates not being able to complete required work by the end of the term, the student may request an Incomplete from the instructor. Incompletes are awarded at the discretion of the instructor. See *AULA General Catalog, 2010-2012*, (p.63) for university policy.

Attendance Policy

Students are expected to attend all the class sessions and participate as required by the syllabus. Students missing more than 4 class sessions or missing portions of 6 or more class sessions must make up the missed time by completing assignments per instructors direction, students missing more than 8 classes will not receive credit for the course. See *AULA General Catalog, 2010-2012* (p.59) at http://www.antiochla.edu/recourses/10.12_Catalog_web.pdf for full university policy on attendance.

Plagiarism Policy

Plagiarism – that is, the intentional or unintentional borrowing of another person's ideas, images, research, or data without citation -- is a serious breach of academic integrity that results in sanctions, including dismissal from the University. Please consult the Purdue Online Writing Lab <http://owl.english.purdue.edu/owl/resource/589/01/> for specific guidance on avoiding plagiarism while taking notes, summarizing, paraphrasing, and quoting from sources. Students committing plagiarism will be also be subject to disciplinary action from DaVinci Schools as well as from the University.

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Reasonable Accommodation for Students with Disabilities

Antioch University is committed to providing reasonable accommodations to qualified students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 2008. Students with disabilities may contact the Disability Support Services office to initiate the process and request accommodations that will enable them to have an equal opportunity to benefit from and participate in the institution's programs and services. Students are encouraged to do this as early in the term as possible, since reasonable accommodations are not retroactive. The Disability Support Services office is available to address questions regarding reasonable accommodations at any point in the term.

For more information, please contact Josh Williams, Director of Student Affairs, extension 441, jwilliams10@antioch.edu, room A2041.

Antioch University Policies:

Antioch University is committed to building a vibrant and inclusive educational environment that promotes learning and the free exchange of ideas. Our academic and learning communities are based upon the expectation that their members uphold the shared goal of academic excellence through honesty, integrity, and pride in one's own academic efforts and respectful treatment of the academic efforts of others.

All students are expected to comply with Antioch University policies, including the Title IX Sexual Harassment and Sexual Violence Policy and the Student Conduct Policy.

To access academic, student, and other university policies are available online: http://aura.antioch.edu/au_policies/

Da Vinci statement on Academic Integrity

As a student and member of the Da Vinci community, you are expected to demonstrate integrity in all of your academic endeavors. You are evaluated on your own merits. Using translators (such as google translate) is NOT acceptable and is considered cheating.

I have read these policies and reviewed them with my student.

Print Student Name

Student Signature

Date

Print Parent/Guardian Name

Parent/Guardian Signature

Date

Parent Contact Information:

Home Phone number _____ Work Phone number _____

Best time to be reached: _____

Who speaks English in your home? _____

(If no one speaks English or Spanish the teacher will use translator when calling)

Student email: _____ Parent email: _____

- Parts of this syllabus were adapted from the UCLA undergraduate programs descriptions and El Camino Program descriptions.