

**Instructor:** Amy Sy, M.A.

**Class Meeting Times & Place:** Rm 302 Week of January 14<sup>th</sup> 2013 to Week of June 3<sup>rd</sup> 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 5! Welcome to Spanish 5. This is a one semester Spanish course designed for students that have successfully completed Spanish 4. 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, it is a survey of literature written by authors from all over the Spanish Speaking world. Students will use these famous works to acquire fluency in the language.

\*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 awareness, community engagement, global citizenship;
- Core competency in foundational skills: including, writing, quantitative reasoning, information literacy, technological literacy, oral communication, and research.

#### **Spanish 5 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 Spanish novels with minimum use of a dictionary, and draw comparisons between the themes presented there, their own experiences, and the world around them
- 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 culture presented in the written work of Latin American and Spanish authors
- Discuss immigration and the role it plays in today's society, our government, and throughout the Spanish speaking world.

Note: **Spanish 5 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.

### **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.

### **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 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) 20%
- Writing 25% (3 formal essays)
- Culture 10% (2 presentations)
- Participation 10% (daily, anticipatory questions and post reading conversations entirely in Spanish)

- **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.

## 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 Diana Hacker’s A Writer’s Reference, 6th ed., pp. 344-347 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.

## Student Conduct Policy

- Respectful conduct is expected of students on the campus at all times, both inside and outside the classroom. See *AULA General Catalog, 2010-2012*, (p.59 &71) for further details re: Antioch University Los Angeles policy. A
- **Students with Disabilities**
- Any student with a documented disability (physical, learning, or psychological) needing academic accommodations should contact the Disability Services Office (310-578-1080, ext. 441) as early in the semester as possible. All discussions will remain confidential.
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- **Required Texts:**  
Pablo Neruda, Jorge Luis Borges, Gabriel García Márquez, Isabel Allende y otros. *Abriendo Puertas: Antología de literatura en español*, Tomo 1. Evanstown, IL (2003).
- Alvarez, Julia. *En Busca de Milagros*. New York (2004).
- Anonymous. *Lazarillo de Tormes*. Alcalá de Henares, Spain (1554).

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

### Weeks 1-8 No Te Olvides de Mí

#### Readings:

- Pablo Neruda, Jorge Luis Borges, Gabriel García Márquez, Isabel Allende y otros. *Abriendo Puertas: Antología de literatura en español*, Tomo 1. Evanstown, IL (2003).

<b>Week 1: January 14th-18<sup>th</sup></b>	- Juan Rulfo <b><u>No Oyes Ladrar los Perros</u></b>
<b>Week 2: January 21th-25th</b>	-Gabriel Garcia Marquez <b><u>Una Siesta del martes</u></b> -Gabriel Garcia Marquez <b><u>Un Día de Estos</u></b>
<b>Week 3: January 28th-Feb 1st</b>	- Gabriel Garcia Marquez <b><u>La Prodigiosa Tarde de Baltazar</u></b> -Emilia Pardo Bazan <b><u>Las Medias Rojas</u></b>
<b>Week 4 and 5: Feb 4<sup>th</sup> – 15<sup>th</sup></b>	- Carmen Martin Gaité <b><u>Las Ataduras</u></b>
<b>Week 6: Feb 18<sup>th</sup> -Feb 22nd</b>	-Jorge Luis Borges <b><u>La Muerte y Brújula</u></b> -Ricardo Palma <b><u>El Alacran de Fray Gómez</u></b>
<b>Week 7: Feb 25th-March 1</b>	-Julio Cortázar <b><u>La Noche Boca Arriba</u></b>
<b>Week 8: March 4th -8<sup>th</sup></b>	-Carlos Fuentes <b><u>Chac Mool</u></b> and <b><u>Midterm exam</u></b>

#### Topics:

#### Course Introduction

**What makes these Spanish speaking writers so memorable and important?** What is it about their literary contributions that stand the test of time?

#### Assessments:

Weekly quizzes on readings, presentations personifications of the authors, project packets and questions.

**Learning Objectives:** Listening and Reading comprehension, speaking and presentational skills, and understanding of culture (specifically Latin American and Spanish authors), and writing skills (compositional).

## **Weeks 9-15 En Busca de Milagros**

### ***Readings:***

- Alvarez, Julia. *En Busca de Milagros*. New York (2004).
- Various papers on immigration stories
- NPR Storycorp *historias*
- Various readings on Latin American political and immigration issues.

**Week 9: March 11 -15<sup>th</sup>** -ch1 and 2 (pgs 1-39) *En Busca de Milagros*

**Week 10: March 18 -22<sup>nd</sup>**-ch3 and 4 (pgs 40-78) *En Busca de Milagros*

**Week 11: March 25 -29<sup>th</sup>** -ch5 and 6 (pgs 79-124) *En Busca de Milagros*

**Week 12: April 1<sup>st</sup> -5<sup>th</sup>** -ch7 and 8 (pgs 125-167) *En Busca de Milagros*

**Week 13: April 15<sup>th</sup>-19<sup>th</sup>** -ch9 and 10 (pgs 169-208) *En Busca de Milagros*

**Week 14: April 22 -26<sup>th</sup>** -Un último milagrito y agradecimientos (pgs 209-215) *En Busca de Milagros*

**Week 15: April 29 -May 3<sup>rd</sup>** -presentations and mid term #2

### ***Topics:***

**Immigration and Latin American history.**

### ***Assessments:***

#### **Weekly quizzes on novel**

**Documentary trailer and Paper:** Students will present on their own immigration stories, or interview someone else. They will write a paper on it and create a trailer for a documentary that would portray their story. They will present on their area of Latin America and the reasons people emigrate from there.

**Learning Objectives:** Listening and Reading comprehension, writing and presentational skills, and understanding immigration and the role it plays in today's society, our government, and throughout the Spanish speaking world.

## **Weeks 16-19: Obras de Teatro/Plays**

### ***Readings:***

- Anonymous. *Lazarillo de Tormes*. Alcalá de Henares, Spain (1554).
- Various short plays

**Week 16: May 06 -10<sup>th</sup>** -Lazarillo de Tormes

**Week 17: May 13 -17<sup>th</sup>** -Lazarillo de Tormes

**Week 18: May 20 -24<sup>th</sup>** -Literary Circles

**Week 19: May 27 -31<sup>st</sup>** -Student performances

### ***Topics:***

The role of theatre in Spanish Literature.

### ***Assessments:***

Script and presentation of their adaptation and modernization of a play.

**Learning Objectives:** Listening and Reading comprehension, speaking and presentational skills, and understanding of culture (specifically Spanish theatre).

## **Week 20**

### ***Topics:***

Semester 1 wrap up

***Assessments:***

**Presentation of Learning (oral exam)**

**Final Exam (written)**

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