SPNS 321: Advanced Practice in Spanish Conversation
Spring 2020

Professor Clary Loisel
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Course location: LA 244
Meeting Times: MWF 9:10-10:00
Office Hours: MWF 8:30-9:00,
12:00-12:30 and by appointment

Education is not preparation for life; education is life itself. – John Dewey

Required Texts:
Selected readings from Conversación y controversia by Nino R. Iorillo and Andrés C. Diaz. Sixth Edition.

Course Description/Goals:
In addition to a general review of much of the Spanish you have already studied, you will also learn the vocabulary and grammar to discuss controversial topics such as abortion, euthanasia, the battle of the sexes, immigration, and censorship. From time to time, I will ask you or you and a friend (or two) to perform with little preparation on a topic of my choosing. You will also be required to serve periodically as a spokesperson for group activity and/or panel discussion in addition to your regular participation. Moreover, you will see four Spanish language films and do corresponding exercises and worksheets, which deal with comprehension, vocabulary, grammar, and creative thinking.

The emphasis in this class will be on improving your communicative oral competency in Spanish. To do well in this course, you need to have already taken at least four semesters of college Spanish (or have the equivalent). It is my hope that your oral Spanish will improve significantly during this semester. You will be required to give a total of three individual oral presentations and two group presentations on a topic of your choice (in consultation with me) that is not covered in class.

In short, I will try to make you speak as much as possible so that you gain confidence in yourself and in your spoken Spanish. My hope is that after completing this class, you will want to actively participate in whatever class(es) you choose to pursue at the University of Montana. If you are a reserved person, I intend to make you less reserved. If you are already extroverted, I will encourage you to be even more so. The bottom line, of course, is to have as much fun as possible while speaking Spanish.

Outcomes:
After this course the student can expect to have acquired the following:
1) the ability to speak extemporaneously for several minutes in Spanish on a topic appropriate for a student at the advanced intermediate level
2) the self-confidence to give a ten-minute oral presentation in Spanish on a specified topic (chosen in consultation with the professor).
3) the ability to work in groups to deliver skits, participate in panel presentations, coordinate debates, etc.).
4) a more in-depth understanding of major topics in Spanish grammar.
5) key vocabulary to comment successfully on controversial topics in Spanish (topics include: abortion, euthanasia, the battle of the sexes, immigration, censure, etc.).
6) the necessary vocabulary to speak about movies at an advanced intermediate level (vocabulary includes: “editing,” “cast,” “panning,” etc.).
7) an understanding of what may be called “problematic words.” This includes studying the difference between “darse cuenta de” and “realizar,” which both may mean “to realize” in Spanish yet have very distinct uses.
8) an appreciation for Hispanic culture via the careful analysis of four Spanish language films and cultural readings.
9) the analytical tools to (re)evaluate traditional values

Assessment:
The course is structured so the student regularly receives feedback and can achieve the stated outcomes. Progress toward the stated outcomes is assessed using the following criteria:

- Attendance: 10%
- Participation/Preparation: 10%
- Written and/or Oral Quizzes: 20%
- Two Individual Oral Presentations (each is valued at 10%): 20%
- Two Group Presentations/Skits (each is valued at 10%): 20%
- Final Individual Oral Presentation/Project: 20%

To help the Spanish Section with the planning of future course offerings we require that all students fill out this survey the first week of classes: https://goo.gl/forms/DC3VXaTiKoQk0ev53

Spanish Table will meet every Tuesday from 6:00-7:00 in a place yet to be determined. I will let you know where Spanish Table will take place as soon as I know. All are invited.

Attendance: Consistent attendance is essential to acquire the skills needed to learn a new language. The material in this course is cumulative and requires constant practice. If you miss an important step along the way, your understanding of future concepts may be significantly impaired. Students are responsible for class work and assignments they miss. Please get the phone number from at least two of your classmates during the first week of classes. Please do not call or write me and ask me what you missed.

Participation and Preparation: A satisfactory participation and preparation grade assumes that you come to class each day prepared to be actively engaged in all class activities. You will have the responsibility of reading over a new grammar point or learning new vocabulary on your own before we go over it in class so that class time can be used to answer questions and practice but not to reiterate what is explained in the book.
Written and/or Oral Quizzes: These may be announced or unannounced and will cover vocabulary and grammatical features that we study throughout the course.

Group Skits: The first round of presentations will begin on Monday, January 27. You and three other classmates will get together outside of class and decide on a topic for your presentation. (Suggestions include a parody of the material we cover in class or other topics of interest to you and your classmates: politics, art, civil rights—you and your classmates may even write and perform an original play). Please submit a detailed presentation proposal in the form of an outline not to exceed two pages double-spaced, 12 type, Times New Roman. After I approve your topic, you may begin working on it. Be sure to submit your proposal at least a week in advance of your presentation. You and your colleagues will then write and perform a skit or make a formal presentation about that topic for the rest of the class that lasts twenty minutes (each student should speak for five minutes). I will ask you to turn in a typed, written copy of your presentation, which will count for 25% of your total grade for this assignment. Everyone in the group will receive this same grade. You will then each be graded on pronunciation/fluency (10%), grammar (15%), vocabulary (15%), organization (20%), interest developed/audience response (10%), audiovisual material/handouts (10%), and content (20%). If any member of your group is absent on the day of the presentation, you must be able to improvise. If you miss your group presentation, you MUST provide a documented, verifiable excuse to be allowed to do an additional individual oral presentation (in my office) to make up for your group skit/presentation. Otherwise, your grade will be a 0 for your group presentation. We will repeat this assignment on Monday, March 13 but this time there will be four groups of three presenters. Then, on Wednesday, April 22 you will return to the original format and give your final group presentation (three groups of five presenters each). We will determine the order of the presentations a week in advance. My experience in the past is that most students enjoy performing.

Individual Oral Presentations/Projects: We will begin the individual presentations on Wednesday, February 12. I will first ask for volunteers. We will have up to three presentations per class period through Friday, February 21. Once you have committed to a certain date, you may NOT change it. You will decide on a topic in consultation with me. The topic of your presentation must pertain to some cultural aspect of the Hispanic world. Possible topics could include a famous painter, muralist, writer, or musician. You are only limited by your imagination. You MUST check with me before you begin. I would like to encourage you to use the vocabulary and grammar that you are familiar with when doing your presentation. The most important component of your oral presentation is a strong, solid thesis statement. You should be able to fill in the blank of the following statement with a well-crafted, cogent commentary: “The point of my presentation is to ________.” Please understand that you are trying to convince the audience of your point of view. This means that you will need evidence to support your argument. In other words, your presentation is much more than just your personal opinion. You need to analyze and synthesize. Be sure that you have at least three sources (an article, a book, a review, an essay, etc.) on which you can rely. You must turn in a written bibliography the day that you present. You will also need an insightful
Conclusion. Please do not abruptly end saying that you have run out of time. You are required to turn in a detailed outline (two pages) of your oral presentation at least a week before you present. Plan your talk so that you can offer a well thought-out summary that highlights the major points of your presentation. It will be helpful to think of your presentation as the oral version of the kind of paper you normally write in an English class. You are required to use handouts, photos, posters, artwork, and/or other props, etc. during your presentation. I will also ask you to write unfamiliar vocabulary on the board so that your classmates can better understand your presentation. Your talk must last between eight and ten minutes; you will be penalized if you go beyond ten minutes. On the day of your presentation, you must turn in a final, detailed outline to me and to each of your classmates before you begin. If you do not turn in an outline, the highest grade you can make is a 78. Should you forget part of your talk, I will be able to help you if you have distributed an outline. Everything you say will be well rehearsed. You will be graded on 1) Pronunciation and fluency (10%), 2) Grammar (10%), 3) Vocabulary (10%), 4) Organization (intro, body, conclusion) (10%), 5) Interest developed/audience response (10%), 6) Audiovisual materials/handouts, etc. (10%), 7) Bibliography (10%), 8) Detailed outline (10%), and 8) Content (20%). If you are absent the day of your presentation, you must provide a documented, verifiable excuse to be allowed to do a makeup presentation. No exceptions. Please take notes during each presentation as the material that your classmates cover may appear on a quiz. Please be patient; I will notify you of your grade on February 24. To be fair, I must listen to everyone’s talk before I can assign grades. We will repeat this exercise from April 10-17. This time, however, you must talk between 9 and 10 minutes and will be penalized if you go over 11 minutes.

Here are some important reminders for your presentations:
1) There will be shared time at the end of the period for questions. Narrow your focus so it is understandable and interesting. 2) The presentation should have a beginning, middle, and end. Tell your audience what you will talk about, say it, and then draw your conclusions. 3) At the beginning of your presentation explain briefly why you chose your topic and why it relates to what we have been studying in class. 4) Use audiovisual materials. We have a whiteboard, DVD player, computer, etc. in the classroom. Make sure your materials are easy to use. Give out handouts when helpful. 5) Rehearse your presentation with classmates. 6) Your delivery should be more formal than sitting around and chatting with your friends. Make eye contact with the audience. Speak loudly, distinctly, and slowly. If people look confused, ask if they need clarification, 7) End with a clear conclusion you have learned from your research, 8) Show enthusiasm for your topic. Give a talk you would want to listen to.

Exam Dates:
First Round of Group Presentations: January 27-31
Second Round of Group Presentations: March 23-27
First Round of Individual Oral Presentations: February 12-21
Second Round of Individual Oral Presentations: April 10-17
Final Individual Oral Presentation: May 7 in this classroom.
There are no make-ups for quizzes. If you miss one (or more), I will substitute whatever grade you make on the final individual oral presentation for your missing quiz grade(s).

Movies:
You will watch four movies out of class. Each is subtitled. I will put the movies on reserve at the Mansfield Library. Please ask for them at Circulation. You may, of course, try to find the movie on-line. You, MUST, however, watch the movie and come to class prepared to discuss it on the days marked on the syllabus. There is no excuse for not being able to watch the movie. If you feel you will not have time to watch the movie shortly before we discuss it, watch it well in advance. Please take copious notes while you watch the movie so that you can ask questions and make astute commentaries in class. I will also provide you with written materials to accompany three of the four movies. For general movie reviews, please consult http://www.mrqe.com/. I suggest you read several reviews of each of the four movies before our discussion.

Grading Scale:

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<th>Numerical Range</th>
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<tr>
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<td>A-</td>
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Pass/Fail Option:
To receive a “pass” in this class, your course average at the end of the semester must be at least a 60.

NOTICE:
Please get the telephone numbers from at least two classmates the first week of class. That way, if you have to miss class, you can find out exactly what happened that day. After talking to your friend and reviewing his/her notes, please contact me if there is something that you still do not understand. Please do NOT call me and ask me what the homework was.

Content Warning: This course deals with several difficult topics, including gender-based violence and sexual assault. I will not take attendance during the discussions about Gendered Violence. All you need to do is send me an email stating that you are unable to attend class on that day. No details are needed. There are other topics in this class that may also trigger difficult memories for you. You should feel free to talk to me about any issues you have with the topics we are discussing and ask for excused absences.

FURTHER NOTICE: Please do NOT bring your cell phone to class. If you decide to bring it anyway and it goes off, I will ask you to leave class immediately. You will receive a five-point deduction from your course grade (which is only known after you complete the final exam) for each incident. In other words, should you bring your cell phone to class and it goes off and your course grade at the end of the semester is 92, I will deduct five points leaving you with an 87. Should the incident happen again, I will deduct another five points, and so on. It’s a shame that I have to do this, but there have
been so many cases of cell phones going off in my class, I have decided to try to put an end to it.

¡BUENA SUERTE!

Calendario (tentativo)

Jan.   13: Introduction to the course.
       15: El aborto
       17: El aborto

20: No Class. MLK Day.
22: Discussion of the Mexican film “El crimen del padre Amaro” (DVD 04579)
24: Discussion of “El crimen del padre Amaro”

27: Group presentation (each group has 4 participants)
29: Group presentation (each group has 4 participants)
31: Group presentation (each group has 4 participants)

Feb.   3: La eutanasia
       5: La eutanasia
       7: Discussion of the Spanish film “El mar adentro” (DVD 01770)

10: Discussion of “El mar adentro”
12: Individual presentations (three per day)
14: Individual Presentations (three per day)

17: No Class Presidents’ Day
19: Individual Presentations (three per day)
21: Individual Presentations (three per day)

24: La popularidad: hombres y mujeres
26: El terrorismo
28: Los gobiernos y la política

Mar.   2: El spanglish
       4: Los cambios de clima
       6: I will give a conference paper in El Paso, Texas. Please come to class and work on your group presentation with your colleagues.

9: Tunnel of Oppression
11: Discussion of Tunnel of Oppression
13: Group Presentations (each group has 3 participants)
16: **Spring Break**
18: **Spring Break**
20: **Spring Break**

23: Group Presentations (each group has 3 participants)
25: Group Presentations (each group has 3 participants)
27: Group Presentations (each group has 3 participants)

30: Discussion of the US/Guatemalan/Mexican film “El Norte” (DVD 03351)

Apr.

1: La censura
3: La censura

6: Discussion of the short story “Los censores” by Luisa Valenzuela
8: Movie “Yo, la peor de todas” / “I, the Worst of All”
   [https://www.youtube.com/watch?v=PTl7H1ohD2M](https://www.youtube.com/watch?v=PTl7H1ohD2M)

10: Individual Presentations (three per day)

13: Individual Presentations (three per day)
15: Individual Presentations (three per day)
17: Individual Presentations (three per day)

20: Preparation for final group presentations
22: Group presentations (each group has 4 participants)
24: Group Presentations (each group has 4 participants)

27: Group Presentations (each group has 4 participants)
29: Preparation for final individual presentations

May

1: Conclusion; Course Evaluations, Review for Final Exam

**Final Individual Presentations:** Thursday, May 7 from 10:10-12:10 in this classroom. Please make travel plans accordingly as I cannot give you an “early” final.
Grade Sheet: SPNS 321

Student: ______________________________________________

Attendance: (10%) ___________________________________________

Preparation/Participation: (10%) ______________________________

Quizzes: (20%) _____________________________________________

First Individual Presentation: (10%)      _____
Second Individual Presentation: (10%)    _____

First Group Presentation: (10%)       _____
Second Group Presentation: (10%)      _____

Final Individual Presentation: (20%)      _____

Cell phone penalty?          _____

Numerical average:         _____

Course grade:          _____