

SPANISH 261

ADVANCED SPANISH: SOCIETY AND THE MEDIA

Instructor: Carolina Castillo Larrea, Ph.D.

Office Location: THH 156-H

Office Hours: TuTh 1-2pm

COURSE DESCRIPTION

In this course, students will improve their reading, writing, listening and speaking skills, by analyzing various media. Students will have extensive opportunities to practice these skills through discussion and analysis of newspaper articles, TV news items, movies, textbook exercises, etc. This course will also address advanced grammar and orthography.

TEXTBOOK: Dossier, Eleanor, and Zulma Iguina *Manual de Gramática. Grammar Reference for Students of Spanish*. Cengage Heinle.

STATEMENT OF ACADEMIC INTEGRITY

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's academic work as one's own. All students are expected to understand and abide by these principles. *Scampus*, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: <http://www.usc.edu/dept/publications/SCAMPUS/gov/>.

Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty.

COURSE EVALUATION

Participation (2)	10%
Quizzes (3)	15%
Compositions (2)	15%
Critical Analysis of an Article (2)	10%
Oral Presentation	8%
Reading Portfolio	6%
Midterm Exam	16%
Final Exam	20%

GRADING SCALE

100-94 A	76-73 C
93-90 A-	72-70 C-
89-87 B+	69-67 D+
86-83 B	66-63 D
82-80 B-	62-60 D-
79-77 C+	59-0 F

ATTENDANCE

Attendance in class is critical to your success in this course. You are allowed **3 unexcused absences** without incurring a negative impact on your grade. However, after you have used up your 3 unexcused absences, each subsequent absence will have a penalty of 1% point.

For example:

Final course grade before absence penalty=85%

5 unexcused absences - 3 "freebies"= 2 unexcused absences

Final course grade= 83%

Students must provide original documentation for all absences. For illness, a medical excuse from a doctor or other appropriate health-care provider is required and is subject to confirmation. Students using the University Park Health Center should have a valid release on file at the UPHC with their instructor's name on it. For university-sponsored events, an original memo from the appropriate advisor must be provided. Documentation from a newspaper, funeral, memorial service, etc., must be provided in the event of absence due to a death in the immediate family.

PARTICIPATION (10%)

Your participation grade will assess the quality of your contributions to the class and language learning. Participation is not an attendance grade, but rather a measure of each student's language learning activity. As such, perfect attendance in no way guarantees a good participation grade. If you appear not to be prepared (e.g., if you haven't completed the exercises/readings assigned the previous class), your grade will reflect this. If you are prepared and do not participate, your grade will suffer similarly. We expect that all students will engage in the course in ways that will advance language learning.

There will be 2 participation grades (week 7 & 15). Participation will be evaluated through the level of preparation; discussions of readings and textbook exercises, etc.; participation in oral activities; contributions to pair and small group work; and use of Spanish as the language of communication in the classroom. You are expected to use Spanish to communicate with your fellow students and instructor at all times during your class (except when discussing your grades or any administrative matters related to your class). **If you are absent, you will earn the average of your performance for participation based on the days you were present.**

HOMEWORK PORTFOLIO (6%)

The purpose of the homework portfolio is to ensure that students come to class prepared to participate in discussions. Students can keep their portfolio digitalized or on paper, and it will include but not be limited to the following materials: vocabulary log, reading notes, and practice compositions. The instructor on a regular basis will check the portfolio, so it is important that students have it up to date at all times. In the middle and at the end of the semester, students will turn their portfolio in. More information regarding dates and portfolio requirements will be provided in class. Once you have read this syllabus to completion please email me a picture of a dinosaur.

QUIZZES (15%)

There will be 3 quizzes that may cover any and all of the material related to a particular lesson. The quizzes are significant measurements of your comprehension of the material in the lesson and should be viewed as interim assessments with regard to the final exam. The quizzes might include: grammar, vocabulary and/or reading comprehension.

COMPOSITIONS (15%)

Students will write 2 at-home compositions based in movies/readings covered in class. Topics will be provided by the instructor at least one week in advance. Compositions must be written in Spanish and must be around 2 pages long (double space). The use of on-line translators is **STRICTLY PROHIBITED**.

CRITICAL ANALYSIS (10%)

There will be 2 assignments in which students will analyze at home an article provided by the instructor. The analysis must be between 200-300 and it must be written in Spanish. See BB for guidelines.

ORAL PRESENTATION (8%)

There will be 1 oral presentation per student. Presentations will be delivered individually in front of the class and will be related to the topics we will be discussing in class. Each presentation will last between 8-10 minutes. After their presentations, students will have to write a report summarizing the information presented and their research process. The instructor will give further information about presentations.

MIDTERM EXAM & FINAL EXAM (36%)

These exams will cover the material learned and discussed in class during the semester. Exams will include: listening and reading comprehension, vocabulary, grammar, and composition.

TEMARIO/SCHEDULE:

- The instructor reserves the right to make changes to the schedule if he/she deems it pedagogically appropriate.
- The student is responsible for the notes/material from any classes missed.
- **Remember** to bring your textbook to class every day. **You are required to complete ALL assigned activities BEFORE you come to class.**
- **NOTE:** Any incomplete or late assignments will receive an automatic grade of **ZERO**.

UNIDAD 1. LA PRESENCIA HISPANA EN LOS MEDIOS DE COMUNICACIÓN

01 9-13 enero	<p><i>Martes:</i></p> <p>Introducción al curso. Presentaciones. Explicación del syllabus. Test diagnóstico.</p> <p><i>Jueves:</i></p> <p>Lectura: “Retos latentes para los medios de comunicación hispanos” http://www.impactony.com/retos-latentes-para-los-medios-de-comunicacion-hispanos/#sthash.CfirkaUi.dpbs</p> <p>Grammar: Chapter 2 Nouns and Noun Determiners A. Nouns and Their Equivalentents A. 1. a-b-c pp. 20-22, A. 2. a-b pp. 23-25. A. 3. Personal A pp. 26-27.</p>
02 16-20 enero	<p><i>Martes:</i></p> <p>Lectura: “El español en la prensa de los Estados Unidos. Impresiones y ejemplos” http://jorboken.blogspot.com/2013/11/el-espanol-en-la-prensa-de-los-estados.html</p> <p>Grammar: Chapt. 2. B. Noun Determiners: 1 Articles: B. 1. a. Definite Articles, pp. 28-32.</p>

	<p><u>Jueves:</u></p> <p>Presentaciones en clase sobre los medios de comunicación hispanos en EEUU. La profesora repartirá una lista sobre los medios a presentar.</p> <p>Grammar: B. 1. b. Indefinite Articles pp. 32-33 Lexical Variations: <i>Acabar – Apply – Ask – At - Attend</i> pp. 280-284.</p>
03 23-27 enero	<p><u>Martes:</u></p> <p>Video: “<i>Sembrando odio</i>, el documental de Jorge Ramos sobre Donald Trump” http://www.cnn.com/videos/spanish/2016/10/18/cnnee-showbiz-intvw-jorge-ramos-documental-donald-trump.cnn</p> <p>Grammar review for Quiz 1</p> <p><u>Jueves:</u></p> <p>QUIZ 1 (30 min)</p> <p>Técnicas para hacer el análisis de textos</p> <p>Friday, January 27: Last day to drop the class without a mark of “W” and/or to change enrollment option to Pass/No pass or audit.</p>
UNIDAD 2: DIFERENCIAS DE GÉNERO EN EL MUNDO CONTEMPORÁNEO	
04 30-3 feb	<p><u>Martes:</u></p> <p>Lectura: “Los ocho datos más impactantes sobre la desigualdad de género” http://www.lne.es/sociedad-cultura/2015/03/08/los-8-datos-sobre-desigualdad/1723882.html</p> <p>Grammar: Chapter 4 A. Prepositions: A. 1. Function of Prepositions p 100, A. 2. Verbs Used without Prepositions p.102.</p> <p><u>Jueves:</u></p> <p>Lectura: “El papel y la inclusión de la mujer en Latinoamérica” http://www.telesurtv.net/news/El-papel-y-la-inclusion-de-la-mujer-en-Latinoamerica-20150306-0057.html</p> <p>Grammar: Prepositions (cont.): A. 3. a. Prep. <i>A</i> pp. 103-105, A. 3. b., Prep. <i>Con</i> pp.107-108.</p> <p>Article Analysis (1) due on Sunday, February 5 at 11:59pm (submit via Google docs)</p>
05 6-10 feb	<p><u>Martes:</u></p> <p>Grammar: Prepositions (cont.): Individual Prepositions: A. 3. c. Prep. <i>De</i> pp. 108-111, 3. d. Prep. <i>En</i> pp. 111-113. Ejercicios 4.2-4.7, páginas 419-421.</p>

	<p><u>Jueves:</u></p> <p>Relato: <i>Arturo y Clementina</i> de Adela Turín (Blackboard)</p> <p>A. 3. e. Prep. <i>Para</i> p. 114 & 3. f. Prep. <i>Por</i> 115-117. Lexical Variations: <i>Because</i> p. 285.</p>
06 13-17 feb	<p><u>Martes:</u></p> <p>Película: <i>Matabaris</i> (2007) de Iciar Bollain</p> <p><u>Jueves:</u></p> <p>Discusión de la película <i>Matabaris</i></p> <p>A. 4. List of Expressions with Prepositions pp.118-119 A. 5. Review of Expressions With Prepositions pp. 119-120.</p>
07 20-24 feb	<p><u>Martes:</u></p> <p>Video: “Invisibles: igualdad de género” https://www.youtube.com/watch?v=5XmdCb8CjgA</p> <p>Grammar Review: Prepositions</p> <p><u>Jueves:</u></p> <p>QUIZ 2</p> <p>Video: “La asombrosa excursión de Zamba a la lucha de las mujeres de América Latina” https://www.youtube.com/watch?v=4WAEGLKzOKY</p>
UNIDAD 3: EL NARCOTRÁFICO	
08 27-3 mar	<p><u>Martes:</u></p> <p>Blog: “Crecer en la Medellín de Pablo Escobar” https://unaprorroga.wordpress.com/2013/09/27/crecer-en-la-medellin-de-pablo-escobar/</p> <p>Grammar: Chapter 2. B. Noun Determiners: B. 2. Adjectives. B. 2. a. Demonstrative Adjectives p. 34. B. 2. b. Possessive Adjectives p. 35. B. 2. c. Forms of Descriptive Adjectives pp. 36-38.</p> <p>COMPOSITION 1</p> <p><u>Jueves:</u></p> <p>Discusión sobre el primer capítulo de la serie <i>Narcos</i> (Netflix)</p> <p>Grammar: Adjectives (cont.) B. 2. d. Position of Descriptive Adjectives pp.38-42</p>

09 6-10 mar	<p><i>Martes:</i></p> <p>Repaso para el examen parcial</p> <p><i>Jueves:</i></p> <p><u>MIDTERM EXAM</u></p>
13-17 mar	<i>SPRING BREAK</i>
10 20-24 mar	<p><i>Martes:</i></p> <p>Lectura: “Radiografía del narco en México: droga, armas, muertes y desapariciones”. http://mexico.cnn.com/nacional/2015/10/04/radiografia-del-narco-en-mexico-droga-armas-muertes-y-desapariciones</p> <p>Grammar: Adjectives (cont.) B. 2. e. Comparisons pp. 43-47.</p> <p><i>Jueves:</i></p> <p>Película: <i>María, llena eres de gracia</i> (2004). Dir. Joshua Marston</p> <p><u>Article Analysis 2 due on Sunday March 26 (submit via Google Docs)</u></p>
11 27-31 mar	<p><i>Martes:</i></p> <p>Discusión sobre la película <i>María, llena eres de gracia</i>.</p> <p><i>Jueves:</i></p> <p>Grammar: Chapter 3. Pronouns B: SE. B. 1. Introduction p. 68. B. 2. Reflexive Pronouns pp. 69-71. B. 3. SE ME Construction pp.71-74. B. 4. Impersonal <i>SE</i> pp. 74-78.</p>
UNIDAD 4: LA INMIGRACIÓN	
12 3-7 abril	<p><i>Martes:</i></p> <p><u>QUIZ 3</u></p> <p>Lectura: “Las olas migratorias a EEUU” http://www.contactomagazine.com/articulos/olasmigratorias0307.htm#.Vo2NahorJE4</p> <p><i>Jueves:</i></p> <p>Mini-presentación: Blog: “Madre Patria. La crisis migratoria en España y Europa” A cada estudiante se le asignará una entrada del blog para presentar en clase. https://madrepatria.blogspot.com/search/label/Inmigraci%C3%B3n</p> <p>Grammar: Chapter 6. I. Verbs Like Gustar pp. 239-244.</p>

<p>13 10-14 abril</p>	<p><u>Martes:</u></p> <p>Película: <i>Biutiful</i> (2010). Dir. Alejandro González Iñárritu</p> <p>Tarea: terminar de ver la película en casa (http://www.solarmovie.ac/watch-biutiful-2010-online.html)</p> <p><u>Jueves:</u></p> <p>Discusión sobre la película <i>Biutiful</i></p> <p>Grammar: Chapter 6. J. Reflexive Verbs pp. 245-247.</p>
<p>14 17-21 abril</p>	<p><u>Martes:</u></p> <p>Grammar: Chapter 3. Pronouns. 3. G. Relative Pronouns pp. 92-97. Lexical Variations: <i>Become</i> or <i>Get</i> pp. 285-287.</p> <p>COMPOSITION 2</p> <p><u>Jueves:</u></p> <p>Música: Canciones que hablan de la inmigración “Pobre Juan”, Maná https://www.youtube.com/watch?v=EVd0KyJm6WE “Papeles mojados”, Chambao https://www.youtube.com/watch?v=Oj8aNCtTHW4</p> <p>Grammar: Lexical Variations: <i>Exit and Success</i> p. 289-290.</p>
<p>15 24-28 abril</p>	<p><u>Martes:</u></p> <p>Presentaciones orales (8 minutes per student)</p> <p><u>Jueves:</u></p> <p>Presentaciones orales (cont.)</p> <p>Conclusión del curso Course evaluations</p>
<p>FINAL EXAM: THURSDAY, MAY 4, 2-4PM</p>	