

DEPARTMENT OF LATIN AMERICAN AND IBERIAN CULTURES
Fall 2019

SPANISH 260: ADVANCED SPANISH: ARTS AND SCIENCES

Instructor:	David Zarazúa	Section:	62200
E-mail:	zarazua@usc.edu	Class Location(s):	THH 213
Office Location:	Taper Hall 156-L	Class Time:	Tu/Th 8:00-9:20pm
Office Hours:	Wed. 10am-1pm or by appointment		

COURSE DESCRIPTION

In Spanish 260 students will explore different types of texts (both visual and written), as a means of practicing critical thinking in Spanish, further advancement of oral expression and, most importantly, the development of strong writing skills. The course also offers students the opportunity to review commonly used advanced grammatical structures, especially their usage in academic writing. Students will attend cultural events on campus and/or around the city in order to learn more about Hispanic cultures as well as to practice thinking critically about cultural products. This course will be useful for future coursework in Spanish and the skills you acquire will also be helpful for future career paths you may take.

TEXTBOOK

Retratos. Arte y sociedad en Latinoamérica y España. Margarita M. Sánchez y Katica Urbanc. Hackett, Indianapolis. 2015

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. Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards" <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

DSP ACCOMMODATIONS

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me or the TA as early in the semester as possible. DSP is located in GFS 120 and is open 8:30 a.m. – 4:30 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

SUPPORT SYSTEMS

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. <https://engemannshc.usc.edu/counseling/>

National Suicide Prevention Lifeline - 1-800-273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.usc.edu/>

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

Student Support & Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

Diversity at USC – <https://diversity.usc.edu/>

Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students

COURSE EVALUATION

GRADING SCALE

Participation (reported twice)	10%
Homework Portfolio	10%
Oral Presentation	10%
Compositions (4)	40%
- Description	8%
- Narration	8%
- Review	9%
- Argumentative essay	15%
Quizzes (3)	15%
Final Exam	15%

A 93-100	C 73-76
A- 90-92	C- 70-72
B+ 87-89	D+ 67-69
B 83-86	D 63-66
B- 80-82	D- 60-62
C+77-79	F 0-59

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%.

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. 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 (10%)

The purpose of the homework portfolio is to ensure that students come to class prepared to participate in discussions. The portfolio will also be used for the final exam. Students can keep their portfolio digitized 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.

PRESENTATIONS (10%)

At the end of the semester, each student will do a formal, in-class presentation about a Hispanic cultural event they have attended at some point during the term. Your professor will maintain a calendar of relevant events (either on campus or in the L.A. area) on the class Blackboard page, however you are also free to present on a different cultural event as long as you clear it with your professor beforehand. Presentations should be 5 minutes in length, in Spanish, and should incorporate technology. You will not be allowed to read your presentation but rather should speak naturally to the class and make an attempt to engage your classmates in the presentation. More information and requirements for the presentation will be provided later in the semester.

COMPOSITIONS (40%)

You will have 4 formal writing assignments throughout the semester. The first three--description, narration, review--are meant to hone the skills you will need in order to write the final composition, an argumentative essay. The argumentative essay has 2 required drafts; your professor will comment on your first draft which should then be revised into a polished, final draft.

The instructor will provide students with specific instructions for each composition assignment during the semester. The use of on-line translators is STRICTLY PROHIBITED and constitutes plagiarism.

QUIZZES (15%)

There will be three short quizzes that will focus on grammar covered during each unit. The quizzes will be taken in class and there will be no make-up for students who miss any due to unexcused circumstances. Dates for each quiz will be confirmed in class around a week in advance.

FINAL EXAM (15%)

The final exam will cover the material learned and discussed in class during the semester and it will have a special focus on writing. More information about the final exam's format will be provided by your instructor.

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.

UNIDAD 1. LA DESCRIPCIÓN
¿CÓMO PERCIBIMOS A LOS DEMÁS? EL OTRO

Semana 1 30-24 de agosto	<p>Introducción al curso. Presentaciones. Explicación del syllabus.</p> <ul style="list-style-type: none"> • La descripción de un cuadro • Lectura: “Arte visual: Bartolomé Esteban Murillo y Joaquín Sorolla y Bastida” (pp. 27-32) • Punto gramatical: Ser vs. Estar (pp. 9-10)
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Semana 2 2-6 de septiembre	<ul style="list-style-type: none"> • La descripción topográfica • La descripción de una persona • Lectura: “Felicidad clandestina” (pp. 47-48) • Punto gramatical: Concordancia (pp. 34-35)
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UNIDAD 2. LA NARRACIÓN
TODO SOBRE ELLA: LA MADRE

Semana 3 9-13 de septiembre	<ul style="list-style-type: none"> • La narración • Punto gramatical: Pretérito vs. Imperfecto (pp. 68-72; 88-91) • Cortometraje: “El encargado” de Sergio Barrejón (pp. 50-55) • Lectura: “En el balcón” (pp. 37-39) • Discusión: Oswaldo Guyasamín y María Gutiérrez Blanchard <u>ENTREGAR COMPOSICIÓN 1</u>
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Semana 4 16-20 de septiembre	<ul style="list-style-type: none"> • La narración (cont.) • Punto gramatical: Pretérito vs. Imperfecto (cont.) • Lectura: “La niña sin alas” (pp. 77-82) • Lectura: “El niño al que se le murió el amigo” (pp. 41-43)
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Semana 5 23-27 de septiembre	<ul style="list-style-type: none"> • Repaso “Quiz 1” • Cortometraje: “Vuela por mí” de Carlos Navarro (pp. 92-93) • Revisión de la narrativa y práctica para la composición 2 • Visita al Museo Fisher (18 de septiembre) <u>QUIZ 1: TIEMPOS VERBALES EN EL PASADO.</u>
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**UNIDAD 3. LA RESEÑA
MÁS ALLÁ DE LA REALIDAD: EL SOÑADOR Y EL LOCO**

Semana 6 30 de sep.- 4 de octubre	<ul style="list-style-type: none"> • La reseña • Punto gramatical: Subjuntivo en cláusulas sustantivas (pp. 107-109) • La obra de Salvador Dalí y Remedios Varo Uranga (pp. 99-106)
Semana 7 7- 11 de octubre	<ul style="list-style-type: none"> • La reseña literaria • Punto gramatical: Subjuntivo en cláusulas adjetivales (pp. 118-119) • Lectura: “El sótano” (pp. 112-115) • Punto gramatical: Subjuntivo en cláusulas adverbiales (pp. 132-133) ENTREGAR COMPOSICIÓN 2
Semana 8 14-18 de octubre	<ul style="list-style-type: none"> • La reseña cinematográfica • Cortometraje: “Cowboy de mediodía” de Alberto Blanco (pp. 135-36) • Práctica para la composición 3: reseña de “Cowboy de mediodía” • Cortometraje: “Paseo” de Arturo Ruiz Serrano (pp. 166-168) • Repaso “Quiz 2” <p><u>NO HAY CLASE el jueves 17 de octubre. Receso de otoño.</u></p>
UNIDAD 4: EL ENSAYO ARGUMENTATIVO CRUZANDO FRONTERAS: EL INMIGRANTE, EL EXILIADO Y EL DESPLAZADO	
Semana 9 21-25 de octubre	<ul style="list-style-type: none"> • Arte visual: Alberto Korda (pp. 140-145) • Arte: Imágenes de la frontera (p. 210) • Punto gramatical: imperfecto de subjuntivo (pp. 185-87) • Arte visual: “Los niños de Morelia”, Alejandro Millares y Jorge Mario Múnera <p><u>QUIZ 2: PRESENTE DE SUBJUNTIVO</u></p>
Semana 10 28 de octubre- 1 de nov.	<ul style="list-style-type: none"> • Visita de Elizabeth Galoozis. • El ensayo argumentativo • Lectura: “Escapar” (pp. 191-93) • Punto gramatical: Imperfecto de subjuntivo (cont.) <p><u>ENTREGAR COMPOSICIÓN 3</u></p>

Semana 11 4-8 de noviembre	<ul style="list-style-type: none"> • Lecturas sobre inmigración I • El ensayo argumentativo (cont.) • Cortometraje: “Nana” de José Javier Rodríguez (pp. 209-10) • Punto gramatical: Cláusulas condicionales (pp. 260-61)
Semana 12 11-15 de noviembre	<ul style="list-style-type: none"> • Lecturas sobre inmigración II • El ensayo argumentativo (cont.) • Punto gramatical: Cláusulas condicionales (cont.) • Arte visual: Joaquín “Quino” (pp. 226-229)
Semana 13 18-22 de noviembre	<ul style="list-style-type: none"> • El ensayo argumentativo (cont.) • Repaso “Quiz 3” <p><u>QUIZ 3: IMPERFECTO DE SUBJUNTIVO Y CLÁUSULAS CONDICIONALES ENTREGAR PRIMERA VERSIÓN DE COMPOSICIÓN 4</u></p>
Semana 14 25-29 de noviembre	Presentaciones orales <p><u>NO HAY CLASE el jueves 28 de noviembre. Receso de Acción de Gracias.</u></p>
Semana 15 2-6 de diciembre	Presentaciones orales (cont.) <ul style="list-style-type: none"> • Evaluaciones • Repaso para el examen final <p><u>ENTREGAR COMPOSICIÓN 4</u></p>
EXAMEN FINAL MARTES 17 DE DICIEMBRE 4:30-6:30PM	