

SPANISH 260: ADVANCED SPANISH ARTS AND SCIENCES

Section:
Class Time: W/F 10:00-11:20am
Instructor: M. Mercedes Fages Agudo
E-mail: fagesagu@usc.edu
Office Hours: W 3:00 to 4:00pm
or by appointment



TEXTBOOK

Retratos. Arte y sociedad en Latinoamérica y España.

Margarita M. Sánchez y Katica Urbanc. Hackett, Indianapolis. 2015

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 virtual 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, but also the skills you acquire will be helpful for future career paths you may take.

LEARNING OBJECTIVES

In Spanish 260 students will:

- read (or watch) and comprehend texts relating to different topics and represented by various genres of cultural production.
- write essays to practice description, narration, critical analysis, and argumentation.
- conduct oral presentations to analyze cultural events they attend.
- practice advanced grammatical structures and incorporate them into writing.
- use library databases to conduct research in Spanish.

IMPORTANT DATES

Last day of to add the course or change letter grade to pass/no pass

Last day to drop a class without a mark of "W" or change pass/no pass to letter

Last day to drop a class with a mark of "W"

Friday, September 4, 2020

Friday, October 2, 2020

Friday, November 6, 2020

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 Part B:

<https://policy.usc.edu/scampus-part-b/>

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.

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 micro-aggressions 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/>

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

COURSE EVALUATION

Participation (2)	10%
Reading Log/Cuaderno de Lecturas	10%
Presentation	10%
Compositions (4) - Description 10% - Narration 10% - Reseña/Critical Review 12% - Argumentative Essay-Rough Draft 5% Final Draft/FINAL 15%	52%
Quizzes (3)	18%

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

Students will be expected to attend all scheduled Zoom sessions. All efforts will be made to make materials available for students who, due to connectivity or any other emergency-related issues, may miss class. Students will be responsible to cover any content they miss independently and seek assistance from the instructor in a timely manner for any questions that should ensue.

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 6 & 13). 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; contributions to discussion boards; 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.**

READING LOG/CUADERNO (10%)

The purpose of the reading log is to ensure that students come to class prepared to participate in discussions. Students can keep their reading log digitalized or on paper, and it will include but is not limited to the following materials: vocabulary log, reading notes, and practice compositions. In the middle and at the end of the semester, students will turn their reading log in for a grade, so it is important that they are up to date at all times. More information regarding dates and requirements will be provided in class.

PRESENTATIONS (10%)

At the end of the semester, each student will submit a recording of a formal presentation about a virtual Hispanic cultural event or art exhibit. Presentations should be 5 minutes in length, in Spanish, and should creatively incorporate technology. You will not be allowed to read your presentation but rather should speak naturally and engage your classmates and instructor in the presentation. Final presentations will be posted via the Blackboard Discussion Board and each student will be responsible for viewing and commenting critically on the presentation of 2 classmates. More information and requirements for the presentation will be provided later in the semester.

Alternative Program: Students in SPAN260 also have the opportunity to collaborate with the *Feliz en Glendale* service-learning program in lieu of doing a presentation.

Feliz en Glendale is a community outreach program that allows students to collaborate with John Muir Elementary School in Glendale. (<https://www.gusd.net/muir>). In collaboration with JEP, this service-learning program provides students with the opportunity to share their skills and talents with the elementary school students, while practicing their Spanish and increasing their awareness of a culturally and socially diverse neighbourhood of Los Angeles. As part of the program, students will volunteer virtually with John Muir Elementary School. Some possible activities are: create recorded content to be distributed asynchronously by grade level to supplement learning (e.g. story read-aloud; mini lessons; games, etc.), participate during synchronous class sessions online to provide extra support in breakout rooms, provide online tutoring to students, create recorded content for Spanish-speaking parents (e.g. short tutorials on how to use Zoom or other online platforms students are using in their learning, etc.)

Applications: If interested contact Prof. Fages Agudo (fagesagu@usc.edu) before August 27th in order to set up a brief oral proficiency evaluation. **Deadline to apply for *Feliz en Glendale* is Wednesday, August 27th at 5:00PM; students must apply online on the JEP website.**

COMPOSITIONS (52%)

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.

For help with writing strategies and resources, we encourage students to use LEO (<https://dornsife.usc.edu/spanish/laboratorio-de-escritura-online/>), a virtual space offered by the Department of Spanish and Portuguese where consultants and students can meet to discuss student's written works. The goal of LEO is to encourage writers to explore their own ideas and give them strategies for communicating those ideas successfully in Spanish.

QUIZZES (18%)

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

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.

UNIDAD 1. LA DESCRIPCIÓN ¿CÓMO PERCIBIMOS A LOS DEMÁS? EL OTRO Y LA INFANCIA	
Semana 1 17 -21 agosto	Introducción al curso. Presentaciones. Explicación del syllabus. <ul style="list-style-type: none">• La descripción topográfica• La descripción de un cuadro: “Arte visual: Bartolomé Esteban Murillo y Joaquín Sorolla y Bastida” (pp. 27-32)• Punto gramatical: Ser vs. Estar (pp. 9-10)
Semana 2 24 -28 agosto	<ul style="list-style-type: none">• La descripción de una persona• Lectura: “Felicidad clandestina” (pp. 47-48)• Punto gramatical: Concordancia (pp. 34-35)• Instrucciones para composición 1
UNIDAD 2. LA NARRACIÓN TODO SOBRE ELLA: LA MADRE	
Semana 3 31 agosto - 4 septiembre	<ul style="list-style-type: none">• La narración I• Punto gramatical: Pretérito vs. Imperfecto (pp. 68-72; 88-91)• Lectura: “El niño al que se le murió el amigo” (pp. 41-43)• Cortometraje: “El encargado” de Sergio Barrejón (pp. 50-55) <p>ENTREGAR COMPOSICIÓN 1 (viernes)</p>

<p>Semana 4</p> <p>7 – 11 septiembre</p>	<ul style="list-style-type: none"> • La narración (cont.) • Lectura: “La niña sin alas” (pp. 77-82) • Arte: María Gutiérrez Blanchard y Oswaldo Guayasamín (pp. 59–64) • Punto gramatical: Pretérito vs. Imperfecto (cont.) y el Pretérito Pluscuamperfecto • Repaso “Quiz 1”
<p>Semana 5</p> <p>14 – 18 septiembre</p>	<ul style="list-style-type: none"> • La narración (cont.) • Cortometraje: “Vuela por mí” de Carlos Navarro (pp. 92-93) • Práctica para la composición 2 • Instrucciones para composición 2 <p>QUIZ 1: TIEMPOS VERBALES EN EL PASADO. (miércoles)</p>
<p>UNIDAD 3. LA RESEÑA MÁS ALLÁ DE LA REALIDAD: EL SOÑADOR Y EL LOCO</p>	
<p>Semana 6</p> <p>21 – 25 septiembre</p>	<ul style="list-style-type: none"> • La reseña • La obra de Salvador Dalí (pp. 99 – 103) • Punto gramatical: Subjuntivo en cláusulas sustantivas (pp. 107-109) <p>Participación 1</p> <p>ENTREGAR COMPOSICIÓN 2 (viernes)</p>
<p>Semana 7</p> <p>28 septiembre - 2 octubre</p>	<ul style="list-style-type: none"> • La reseña (cont.) • Remedios Varo Uranga (pp. 103-106) • Lectura: “El sótano” (pp. 112-115) • Punto gramatical: Subjuntivo en cláusulas adjetivales (pp. 118-119) • Punto gramatical: Subjuntivo en cláusulas adverbiales (pp. 132-133) <p>REVISIÓN DE CUADERNO-1 (viernes)</p>
<p>Semana 8</p> <p>5 -9 octubre</p>	<ul style="list-style-type: none"> • Repaso “Quiz 2” • La reseña cinematográfica • Cortometraje: “Cowboy de mediodía” de Alberto Blanco (pp. 135-36) • Práctica para la composición 3: reseña de “Cowboy de mediodía” • Instrucciones para composición 3 <p>QUIZ 2: PRESENTE DE SUBJUNTIVO (viernes)</p>

**UNIDAD 4: EL ENSAYO ARGUMENTATIVO
CRUZANDO FRONTERAS: EL INMIGRANTE, EL EXILIADO Y EL DESPLAZADO**

<p>Semana 9 12 -16 octubre</p>	<ul style="list-style-type: none"> • El ensayo argumentativo • Punto gramatical: imperfecto de subjuntivo (pp. 185-87) • Arte visual: “Los niños de Morelia”, Alejandro Millares y Jorge Mario Múnera (pp.177-185) • Visita Elizabeth Galoozis <p>ENTREGAR COMPOSICIÓN 3 (viernes)</p>
<p>Semana 10 19 -23 octubre</p>	<ul style="list-style-type: none"> • El ensayo argumentativo (cont.) • Lectura: “Escapar” (pp. 191-93) • Cortometraje: “Nana” de José Javier Rodríguez (pp. 209-10) • Punto gramatical: Imperfecto de subjuntivo (cont.)
<p>Semana 11 26 -30 octubre</p>	<ul style="list-style-type: none"> • El ensayo argumentativo (cont.) • Lecturas sobre inmigración I • Arte visual: Joaquín “Quino” (pp. 226-229) • Punto gramatical: Cláusulas condicionales (pp. 260-61) <p>ENTREGAR VIDEOS PRESENTACIONES (viernes)</p> <p>REVISIÓN DE CUADERNO-2 (viernes)</p>
<p>Semana 12 2 -6 noviembre</p>	<ul style="list-style-type: none"> • Repaso “Quiz 3” • El ensayo argumentativo (cont.) • Lecturas sobre inmigración II <p>ENTREGAR BORRADOR DE LA COMPOSICIÓN 4 (miércoles)</p> <p>QUIZ 3: IMPERFECTO DE SUBJUNTIVO Y CLÁUSULAS CONDICIONALES (viernes)</p>
<p>Semana 13 9 -13 noviembre</p>	<ul style="list-style-type: none"> • Consultas/Trabajar en ensayo final • Despedida y evaluaciones de curso <p>Participación 2</p>
	<p>ENTREGAR COMPOSICIÓN 4- FINAL MONDAY November 23th 8am - 10am</p>