

**Stony Brook University**  
**SPN 311 | Spanish Conversation and Composition**

Fall 2013

MW 2:30PM-3:50PM

Melville Library N4000

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Office Hours: N-3013 MW 10:30AM-12:00PM or by appointment

**Course Description**

This course is designed to develop students' communicative abilities in Spanish as well as their knowledge of Hispanic cultures and societies. Students will practice communication through speaking, listening, reading, and writing. Classroom activities are highly interactive and focus on oral communication and written proficiency. For this reason, you will not be required to take a traditional exam but rather demonstrate your communicative abilities through class discussions, collaborative projects, and a series of written activities.

**Course Objectives**

- build student's oral proficiency with interactional and communicative language
- expand and perfect knowledge of culturally specific vocabulary and grammatical structures
- improve reading and writing skills
- develop critical thinking abilities
- increase awareness and understanding of Hispanic cultures

**Prerequisite**

Successful completion of SPN 212 or its equivalent

**Required Textbook**

García-Serrano, de la Torre, Cash. *¡A que sí!*, Fourth Edition. Boston: Cengage, 2013.

**Evaluation Criteria**

1. Participation / Preparation	10%
2. Course assignments (10)	10%
3. Reaction essays (4)	20%
4. Collaborative projects (2)	20%
5. Mid-semester Essay	15%
6. Final Essay	25%

**Evaluation Description**

1. **Participation / Preparation:** Means coming to class (attendance), being prepared to engage with course materials, giving constructive criticism to classmates, and actively contributing to class discussions. Each student may miss up to 3 days of class without penalty, beyond this 1 point will be deducted from the student's final grade per day absent.
2. **Course assignments:** There will be 10 short assignments intended to reinforce course objectives and facilitate class discussions. These will be graded on a Complete/Incomplete basis. There will be no drop grade for these assignments and no late work will be accepted.

3. **Reaction essays:** After watching each film you are responsible for writing a 500-word essay detailing your opinions, reactions, or appreciation of the film. This is not a summary of the plot but a critical reflection on the main themes, characters, aesthetics, and cultural importance of the film, in which you connect these topics to our overarching class discussion. These are due in class and no late work will be accepted.
4. **Collaborative projects:** As part of the communicative goals of this course, you will work on two assignments in groups ranging from 3 to 5 people. Specific instructions and grading rubrics will be given for each project, but they aim to engage your creativity and foster collaborative work and cooperation between peers.
5. **Mid-semester Essay:** This is a 4-page essay that expands on one of your reflection pieces. It does not need to incorporate outside sources, but must connect at least one film to at least one course reading. It must present a clear thesis expressing your opinion/position regarding the topic, and include a detailed analysis supporting this thesis. In addition, specific grammar points will need to be incorporated into the essay and a rubric will be provided to this end.
6. **Final Essay:** This is a 6-page essay that develops a critical approach to one of the major themes of the course and which incorporates at least two films or readings (or one of each). These films/readings may not be the same as the Mid-semester essay, though they do not have to come from the second half of the semester. You must also incorporate at least 2 secondary sources (historical or critical) and the paper must be formatted according to MLA guidelines. A specific rubric with essential grammar points and suggestions will also be provided.

### **Americans with Disabilities Act**

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, ECC (Educational Communications Center) Building, room128, (631) 632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential.

### **Academic Integrity**

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty are required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at <http://www.stonybrook.edu/uaa/academicjudiciary/>

### **Critical Incident Management**

Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures.

### Calendario

#### Unidad I: Espacios: Públicos y privados

		Actividades en clase	Tarea
Semana 1	L 8/26	Introducción al curso Capítulo 1	Act. 1-2 & 1-3
	M 8/28	Discusión: "Hospitalidad, boleros y café recién colado" Entregar 1-9 ( <b>Assn. 1</b> ) Repaso gramatical: ser, estar y haber Práctica: Act. 1-7	Act. 1-8 & 1-9 Entregar Act. 1-9 por escrito
Semana 2	L 9/2	Discusión: "Picar a la española" Repaso gramatical: Gustar Capítulo 2	Act. 2-2 & 2-3
	M 9/4	Discusión: "El mexicano y las fiestas" Estrategias comunicativas: comparar y contrastar	Ver: "Como agua para chocolate" (1992, Dir. Alfonso Arau) (disponible en BB) Escribir: Reflexión 1
Semana 3	L 9/9	Discusión: "Como agua para chocolate" <b>Entregar: Reflexión 1</b>	Act. 3-1, 3-2 & 3-3 (individualmente)
	M 9/11	Capítulo 3 Repaso gramatical: pretérito/imperfecto Comenzar: Proyecto colaborativo 1	Act. 3-8 & 3-9 Párrafo: La última vez que visitaste una plaza
Semana 4	L 9/16	Discusión: "Las Plazas Mayores" Entregar párrafo ( <b>Assn. 2</b> ) Interacción: Dar consejos	Act. 3-13 & 3-14
	M 9/18	<b>Presentar: Proyectos colaborativos</b>	

#### Unidad II: Encuentros y desencuentros

		Actividades en clase	Tarea
Semana 5	L 9/23	Capítulo 4	Act. 4-8 & 4-7
	M 9/25	Discusión: "Gitanos" Entregar párrafo 4-7 ( <b>Assn. 3</b> ) El machismo	Ver "La teta asustada" (2010, Dir. Magaly Solier) (disponible en BB) Escribir Reflexión 2
Semana 6	L 9/30	Discusión: "La teta asustada" <b>Entregar: Reflexión 2</b> Capítulo 5	Act. 5-2 & 5-3 Párrafo: Diálogo en una cita
	M 10/2	Discusión: "Eva" Entregar diálogo ( <b>Assn. 4</b> ) En (inter)acción / "Speed Dating"	Act. 5-8 & 5-9
Semana 7	L 10/7	Discusión: "Palabreo" Capítulo 6 Entregar 6-12 ( <b>Assn. 5</b> )	Act. 6-11 & 6-12
	M 10/9	Discusión "Un niño de la mano..." Capítulo 7 <b>Entregar: Ensayo de medio semestre</b>	Act. 7-2 & 7-3

**Unidad III: Patria/Nación: Acercamientos**

		Actividades en clase	Tarea
Semana 8	L 10/14	Discusión: "Fiera patria" Entregar 7-9 ( <b>Assn. 6</b> ) Repaso gramatical: cláusulas relativas	Act. 7-8 & 7-9
	M 10/16	Discusión: "Tres héroes" La Malinche	Act. 7-14 & 7-15
Semana 9	L 10/21	Discusión: "La malinche" Entregar Act. 8-3 ( <b>Assn. 7</b> ) Estrategias comunicativas Capítulo 8	Act. 8-2 & 8-3
	M 10/23	Discusión: "Preso sin nombre, celda sin número" Repaso gramatical: pasado del subjuntivo Estrategias comunicativas	Ver: "La historia oficial" (1985, Dir. Luis Puenzo) (Disponible en BB) Escribir Reflexión 3
Semana 10	L 10/28	Discusión: "La historia oficial" <b>Entregar: Reflexión 3</b> Capítulo 9	Act. 9-2 & 9-3
	M 10/30	Discusión: "Con un ramillete..." Repaso gramatical: Cláusulas con si Comenzar: trabajo colaborativo 2	Act. 9-14 & 9-15
Semana 11	L 11/4	Discusión: "Generación Y" Entregar Act. 9-15 ( <b>Assn. 8</b> ) En (inter)acción	Proyectos colaborativos
	M 11/6	<b>Presentar: Proyectos colaborativos</b> Capítulo 10	Act. 10-2 & 10-3

**Unidad IV: De acá para allá**

		Actividades en clase	Tarea
Semana 12	L 11/11	Discusión: "La santería" Repaso gramatical: Las exclamaciones	Act. 10-8 & 10-9
	M 11/13	Discusión: "Mujer negra" Entregar 10-9 ( <b>Assn. 9</b> ) Estrategias comunicativas	Act. 10-14 & 10-15
Semana 13	L 11/18	Discusión: "El barrio" Entregar 10-15 ( <b>Assn. 10</b> ) Capítulo 11	Act. 11-5 & 11-6
	M 11/20	Discusión: "Usted estuvo en San Diego" Los extranjeros	Ver "Sleep Dealer" (2008, Dir. Alex Rivera) (Disponible en BB) Escribir Reflexión 4
Semana 14	L 11/25	Discusión: "Sleep Dealer" <b>Entregar Reflexión 4</b> Capítulo 12	Act. 12-5 & 12-6
	M 11/27	No hay clase: Día de acción de gracias	Act. 12-11 & 12-12
Semana 15	L 12/2	Discusión: "In between"	
	M 12/4	Conclusiones <b>Entregar: Ensayo final</b>	