

**Fall, 2009**  
**SPAN 3000**  
**Advanced Spanish Language Skills**

Instructor:  
Office:  
Office Hours:  
Phone & e-mail:

**Course Description:**

This course is designed to give you intensive practice at the advanced level in reading and writing Spanish as well as to increase your knowledge about Spanish as a language. Listening and speaking skills will be an important part of in-class activities. The readings from the book will provide a starting point for class discussions and written assignments. Instructors will provide some video listening experiences for students also. A Spanish diary and a series of compositions will sharpen your written skills. A grammar review, as well as the review and acquisition of new vocabulary, fundamental to the successful development of language skills and to building an archive of knowledge about a language, will be an essential part of this course.

**Required Texts:**

Mujica, Bárbara. *El próximo paso*, 2<sup>nd</sup>. Edition Thomson & Heinle  
A good bilingual dictionary (Collins, Simon & Schuster International, Larousse or Oxford) and /or a Spanish/Spanish dictionary.

**Administrative Information:**

Students enrolled in this class must have completed SPAN 2120 or 2150 (or the equivalent at another institution) and earned a grade of a C- or better. If you have any doubt about the appropriateness of your placement in this level, you should take the on-line placement exam (<http://webcape.byuhtsrc.org/?acct=colorado> the password is *ralphie1*) and/or speak with the course coordinator Dr. Mary K. Long (see contact information below).

SPAN 3000 is one of the prerequisites for all upper division classes in the Spanish Department (some courses also have other prerequisites; consult the course catalog for complete list). In order to move on to the next courses, you must earn a C- or better in this class.

SPAN 3000 is a multi-section course with multiple instructors and one coordinator/supervisor. If you have a question or problem, please speak with your instructor first. If this does not work, or if there is a problem a student does not wish to discuss with the instructor, then the student may always contact the **course coordinator. Dr. Mary K. Long, at MKNA 132B, Phone: (303) 735-4888, e-mail: mary.long @ colorado.edu**

**Course Objectives:**

Spanish 3000 is an advanced level course which focuses on solidifying and deepening READING, WRITING, SPEAKING, and ORAL COMPREHENSION skills in order to prepare students for the upper-division content courses in literature, culture, and business. These objectives will be achieved through:

1. Close readings of a variety of non-literary and literary texts.
2. Development of reading strategies for approaching different genres.
3. In-depth review of target grammar and vocabulary points.
4. Focused, academic style essays and journal writing.

5. In class discussions of readings and videos.

### **Course Requirements:**

#### **1) Class Participation (includes Homework and attendance):**

This portion of the grade is worth 10% of the final grade and will be divided as follows: 5% for participation, 5% for homework. Each instructor will explain to the class his/her process for evaluating participation and homework. Attendance will impact the final participation grade as follows: Daily interaction with the instructor and classmates is an integral part of achieving language fluency. Therefore perfect attendance is expected and only 3 absences are permitted. More than 3 absences will adversely affect this portion of the grade as follows: beginning with the fourth absence, each absence will reduce the final participation grade (homework and class participation final scores) by 1%. If you have an unexpected crisis of any kind which will lead to more than 3 absences it is imperative that you communicate immediately with your instructor and the coordinator of the course.

#### **2a) Exams** (No use of dictionaries is allowed during exams or quizzes.)

-Two mid-term exams which include grammar, listening and reading comprehension and in-class compositions. The mid-terms are administered over two class periods.

MID-TERM DATES: #1 September 28th: Grammar and listening comprehension, September 29th: reading comprehension and composition; #2 October 26th: Grammar and listening comprehension, October 27th: reading comprehension and composition.

-One final exam which includes grammar, reading comprehension and a composition which will be written during the final exam period.

**-FINAL EXAM DATE: Wednesday December 16<sup>th</sup>, 10:30 a.m.-1:00 p.m.** Location to be announced. Please note the date and time of the final exam and avoid making travel plans before that date.

#### **2b) Quizzes**

-Ten quizzes which include vocabulary, grammar, reading comprehension and writing. Dates indicated on the calendar. Your lowest quiz grade will be dropped.

Please take exams and quizzes at the designated time. There will be no make-ups. In the event of an emergency, please notify your instructor and present documented evidence of the emergency.

**4) Homework:** The instructor will assign work from the book, handouts, or the web.

#### **5) Spanish Diary:**

In order to improve writing at this level, it is essential to be writing in Spanish on a daily basis. The Spanish Diary will be used in two ways: **1)** Upon the teacher's indication, students will be required to arrive and begin writing in their diary from the time they arrive and through the first five minutes of class. The teacher will suggest a topic. Students will then share briefly from what they have written as a beginning conversation activity. **2)** As homework, there will be writing assignments. These assignments will be related either to the section on Composición, or to the readings, or will be rough drafts of the graded essays. Frequently you will be asked to summarize a reading or other activity (discussion, film). The ability to recognize and concisely summarize the central points of a reading will be essential to your success in future Spanish classes and more importantly, to your ability to analyze and think critically about political,

professional and personal situations that you will encounter throughout your life. These writings will count as participation/homework.

### **6) Compositions:**

You will write **four** 2-2 1/2-page (400-500 word) compositions, each of which will emphasize a different type of writing. The compositions should be typed on a computer and double-spaced. **You will be given the opportunity to rewrite the first three compositions. Your instructor will indicate errors on the first version. You will correct these errors and return the first version with the second one. The final grade for each of the first three compositions will be a combination of grades from the first draft and the re-write. The first draft will be weighted 70% and the re-write will be weighted 30%.** We thus view the compositions as part of your work to gain an active command of Spanish, rather than as exercises that merely repeat old mistakes. The final essay will not have a rewrite.

### **Due dates for compositions**

1. Comparación y contraste: 18<sup>th</sup> September 2<sup>nd</sup>, Re-write: date set by your instructor.
2. Escribir para persuadir: 12<sup>th</sup> October 2<sup>nd</sup>, Re-write: date set by your instructor
3. Narración en el pasado: 9<sup>th</sup> November, Re-write: date set by your instructor
4. Causa y efecto: 7<sup>th</sup> December

### **University Honor Code and class policies in regard to compositions:**

Please consult Honor Code heading under University and Spanish Department policies for general information about the Honor Code. What follows are additional policies specific to this class.

Compositions are an integral part of learning to master a second language. It is assumed that students will write their own work and cite appropriate sources or direct quotations as they would with any composition or research paper. (Consult the *MLA Handbook for Writers of Research Papers* for the standard formats for citations and lists of works cited) Compositions are graded both for content and Spanish language skills. Because there are many human and electronic resources available outside the classroom to aid students with their Spanish language skills, the following information is provided in order to clarify how students can best represent their own Spanish language skills in their composition.

**PLEASE DO NOT GET ANY OUTSIDE HELP (INCLUDING FROM TUTORS OR OTHER INSTRUCTORS/PROFESSORS IN THE DEPARTMENT OR AT THE UNIVERSITY WRITING CENTER) ON YOUR COMPOSITON. ALL QUESTIONS ABOUT COMPOSITIONS SHOULD BE DIRECTED TO YOUR INSTRUCTOR. GETTING OUTSIDE HELP WILL BE CONSIDERED CHEATING AND WILL RESULT IN AN F ( 0 ) FOR THE ASSIGNMENT.**

Papers submitted by any student, written in part or in whole by someone other than that student (**including having someone other than the instructor offer advise about or correct the Spanish**), or which have been created with the use of an electronic translation program shall be considered to constitute fraud under the University Honor Code, and will result in the assignment of an 'F' (0) for the paper.

Electronic resources: It is acceptable to use the standard word processing tools (spell check, etc) available with standard word processing programs in the final drafts of the compositions. It is acceptable to use standard and/or electronic dictionaries to look up single words. It is not acceptable to use translation programs to translate part or all of the composition into Spanish.

In keeping with the University Honor Code, students will include the following signed statement at the end of all compositions (rough draft and final version):

“On my honor, as a University of Colorado at Boulder student, I have neither given nor received unauthorized assistance on this paper.” Student’s signature

### **7) Readings and video or web activities:**

Each week you will be assigned one or more readings from the textbook. Your instructor may supplement these readings with video or web-related activities.

### **8) Service Learning:**

The rewards for Service Learning come primarily from the cultural, linguistic, and human enrichment of interacting with Spanish speaking members of local communities. In addition, students may substitute participation in the Service Learning program for 3 quiz scores. Please consult the service learning web-site <http://www.colorado.edu/spanish/servlearn.htm> for information about service learning for this course. To get started you should attend one of the information meetings or contact the representative of the program that most interests you from the list. You must inform your instructor within the first two weeks of classes if you intend to do service learning.

<b>Grade Distribution:</b>	<b>Grading Scale:</b>
2 mid-term exams:.....30%	A....94-100 B - .....80-83 D+...68-69
1 final exam.....20 %	A-...90-93 C+.....78-79 D ... 64-67
10 quizzes (15 min) .....10%	B+...88-89 C.....74-77 D - ...60-63
4 compositions .....30%	B.....84-87 C-.....70-73 F ..... 0-59
class participation .....10%	

## **University and Spanish Department Policies**

### **(1) Final Exams**

Final exams are to be taken on the day determined by the university and the department. No excuse such as family meetings, employment, travel, etc. will grant an exception to this.

If you have three or more final exams scheduled on the same day, you are entitled to arrange an alternative exam time for the last exam or exams scheduled on that day. To qualify for rescheduling final exam times, you must provide evidence that you have three or more exams on the same day, and arrangements must be made with your instructor no later than the end of the sixth week of the semester.

For the complete final examination policy, see the [University of Colorado at Boulder Catalog](#).

### **(2) Add / Drop / Waitlist**

If you are waitlisted for this class, it is **IMPERATIVE** that you familiarize yourself with departmental policies and deadlines. For this, please visit <http://www.colorado.edu/spanish/waitlist.htm>

**(3) Prerequisites not met**

If your professor informs you that the system has flagged you as having not met the prerequisites for this course, you should meet IN PERSON with Leila Gómez, the Associate Chair for Undergraduate Studies, or the Coordinator for your class level (name and contact information for the SPAN 3000 Coordinator are listed above). If you fail to do so, you may be dropped from the class. Your Professor will inform you of the date and time to meet the Associate Chair or the Coordinator for your class.

**(4) Use of electronic devices in the classroom**

No text messaging or e-mailing will be tolerated during class. Cell phones must be turned off or on silent and kept in your backpacks or pockets during class. Laptops may only be used to take notes, and/or only with the consent of the instructor. Failure to comply with these rules will result in a loss of all participation points for the day. In other words, that day will be counted as an unexcused absence.

**(5) Classroom Behavior**

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at <http://www.colorado.edu/policies/classbehavior.html> and at [http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student\\_code](http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code)

**(6) Honor Code**

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council ([honor@colorado.edu](mailto:honor@colorado.edu); 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://www.colorado.edu/academics/honorcode/>

**(7) Disability Services**

If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services during the first two weeks of class so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Willard 322, and <http://www.colorado.edu/disabilityservices/>

**(8) Religious Observances**

Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class,

please contact your instructor during the first two weeks of class to let him/her know of any possible conflicts in order to reschedule the work. See full details at [http://www.colorado.edu/policies/fac\\_relig.html](http://www.colorado.edu/policies/fac_relig.html)

### **(9) Discrimination and Harassment**

The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH, the above referenced policies and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>

### **Calendario del curso**

#### **1<sup>a</sup> semana** (24-28 agosto)

Capítulo 8

LECTURA *Como agua para chocolate* fragmento (325-339)

GRAMÁTICA: Pronombres y clíticos, verbos como gustar (312-321)

“Usos de se” (321-323)

EXPRESIONES PROBLEMÁTICAS: (323-325)

COMPOSICIÓN: Escribir un breve ensayo sobre el tema indicado por el/la instructor/a para compartir en clase y leer Cap. 3 (103-107): “Como corregir su composición”

PRUEBA

#### **2<sup>a</sup> semana** (31 agosto-4 septiembre)

Capítulo 12

LECTURA: "Noticiero" (479-493)

GRAMÁTICA: Artículos y adjetivos (493-501), Comparaciones (501-505) Adverbios y conjunciones (505-508) Capítulo 11 Complementos de verbos (431-437) y Uso de artículos; concordancia (437-452)

EXPRESIONES PROBLEMÁTICAS: (508-511)

COMPOSICIÓN: "Comparación y contraste" (521-524) Escoger el tema del primer ensayo

PRUEBA

#### **3<sup>a</sup> semana** (7-11 septiembre)

**lunes 7 Labor Day Holiday, No hay clase**

Capítulo 9:

LECTURA: La Costurera de San Petersburgo (366-370)

GRAMÁTICA: “El reflexivo” (354-362) “Usos de se” (362-363)

COMPOSICIÓN “Comparación y contraste” Borrador de la primera composición. Compartir en clase el tema y puntos centrales de la 1<sup>a</sup> composición.

PRUEBA

#### **4<sup>a</sup> semana** (14-18 septiembre)

**Entregar composición # 1 “Comparación y contraste” (18 de septiembre)**

Capítulo 2

LECTURA: “Este auto es una lata” (40-47)

GRAMÁTICA: El modo imperativo (47-51); El subjuntivo I: Ojalá, cláusulas nominales (52-59)

**PRUEBA****5<sup>a</sup> semana** (21-25 septiembre)

Capítulo 2

LECTURA: "Peripecias aéreas" (62-65)

GRAMÁTICA: Capítulo 2 El subjuntivo I: El infinitivo en vez del subjuntivo (57-59)

COMPOSICIÓN: Escribir para persuadir (65-69) Escoger un tema de las paginas 68-69 para la composición # 2, preparar p. 68 "Antes de escribir" para compartir en clase, empezar a escribir el segundo ensayo.

EXPRESIONES PROBLEMÁTICAS: (59-62)

**PRUEBA/Repaso para el primer examen****6<sup>a</sup> semana** (28 septiembre-2 octubre)**Primer examen (28 y 29 septiembre)**

Capítulo 10: LECTURA: "La educación en Latinoamérica..." (382-389)

GRAMÁTICA: Preposiciones (389-399) por y para (399-405) conectores (405-410)

EXPRESIONES PROBLEMÁTICAS : (410-413)

**7<sup>a</sup> semana** (5-9 octubre)

Capítulo 3

LECTURA: "El desarrollo del turismo en Latinoamérica" (70-82)

GRAMÁTICA: Capítulo 3 El subjuntivo II: El subjuntivo en cláusulas adjetivales (82-84)

COMPOSICIÓN: "Escribir para persuadir" Borrador de la segunda composición. Compartir en clase el tema y puntos centrales de la 2<sup>a</sup> composición.**PRUEBA****8<sup>a</sup> semana** (12-16 octubre)**ENTREGAR Composición # 2 "Escribir para persuadir" (12 de octubre)**

Capítulo 3

LECTURA: "Un viaje o el mago inmortal" (95-103)

GRAMÁTICA: El subjuntivo II cláusulas adverbiales; conjunciones que se emplean sólo con el indicativo o sólo con el subjuntivo y conjunciones que se emplean con el indicativo y el subjuntivo (84-92)

EXPRESIONES PROBLEMÁTICAS: (92-94)

**9<sup>a</sup> semana** (19-23 octubre)

Capítulo 4:

LECTURA: "La familia latinoamericana en transición" (112-124)

GRAMÁTICA: Ser y Estar: La voz pasiva; estar seguido del participio pasado y concordancia con ser (131-133)

EXPRESIONES PROBLEMÁTICAS (142-145)

PRUEBA /Repaso para el segundo examen.

**10<sup>a</sup> semana** (26-30 octubre)**Segundo examen (26 y 27 octubre)**

Capítulo 4:

LECTURA: "Frio de hogar" (145-161)

GRAMÁTICA: Tiempos verbales II (134-142)

COMPOSICIÓN: "Cómo se narra una historia en el pasado" (160), Escoger tema para Composición 3 (de los ejercicios de composición p. 161),

**11<sup>a</sup> semana** (2-6 noviembre)

Capítulo 5:

LECTURA: "El futbol sigue siendo rey..." (162-177)

GRAMÁTICA: Tiempos verbales III (177-183)

COMPOSICIÓN: Borrador de la composición 3, traer tema y puntos centrales para compartir en clase.

PRUEBA

**12<sup>a</sup> semana** (9-13 noviembre)

**ENTREGAR Composición # 3 “Narración en el pasado” (9 de noviembre)**

Capítulo 5

LECTURA: “El medio-niño” (188-203)

GRAMÁTICA: El subjuntivo III El pasado del subjuntivo (183-185)

EXPRESIONES PROBLEMÁTICAS (185-188)

PRUEBA

**13<sup>a</sup> semana** (16-20 noviembre)

Capítulo 5

COMPOSICIÓN: “Causa y efecto” (203-206) Escoger un tema de p. 206

Capítulo 6

LECTURA: “Encuesta: hablan los jóvenes” (221-227)

GRAMÁTICA El subjuntivo IV ojalá, cláusulas con si y como si: (227-230)

EXPRESIONES PROBLEMÁTICAS: (232-235)

PRUEBA

**14<sup>a</sup> semana** (23-27 noviembre)

**Fall Break/Thanksgiving No hay clases**

**15<sup>a</sup> semana** (30 noviembre-4 diciembre)

Capítulo 6

LECTURA “Ciudadanía, globalización, y migraciones” (235-246)

GRAMÁTICA El subjuntivo IV Secuencia de tiempos: (230-232)

COMPOSICIÓN: Borrador de Composición # 4 “Causa y efecto”

PRUEBA

**16<sup>a</sup> semana** (7-11 diciembre)

**ENTREGAR Composición # 4 (7 de diciembre)**

Capítulo 10

LECTURA: Los proyectos educativos del D.F. (413-416)

Actividades definido por el/la instructor/a

Repaso para el examen final

**EXAMEN FINAL: miércoles 16 de diciembre 10:30 a.m.- 1:00 p.m. (el lugar se anunciará despues)**

COMPOSICIÓN No. \_\_\_\_\_ Nombre \_\_\_\_\_

Contenido

10	9		Las ideas son complejas y la argumentación es excelente.
8	7	6	Las ideas se adecuan al tema propuesto y la argumentación está bien sostenida.
5	4	3	Las ideas están mal organizadas y no tienen mucha relación con el tema.

Advertencia: Si la composición no corresponde al tema propuesto por el instructor, esta composición no será revisada y tendrá una nota F.

### Ortografía y puntuación

10			No hay errores.
9	8		Hay algunos errores pero no son significativos.
7	6	5	Hay varios errores pero no dificultan la lectura.
4	5	3	Hay demasiados errores y dificultan la lectura.

### Vocabulario

15			El vocabulario es avanzado y corresponde o supera el nivel de SPAN 3000.
14	13		El vocabulario es avanzado pero hay errores de precisión léxica.
12	11	11	El vocabulario es de nivel mediano. Hay algunos anglicismos.
10	9	8	El vocabulario es deficiente. Hay muchos anglicismos.
7	6	5	El vocabulario es muy deficiente. Hay muchos anglicismos.

### Estructura de párrafos y organización

15			Los párrafos están debidamente organizados en torno a una idea.
14	13		Hay sustantivos e ideas repetidas.
12	11	10	El párrafo no es fluido porque hay interrupciones. No se usa los pronombres.
9	8	7	Los párrafos están mal organizados. Las ideas se repiten con mucha frecuencia.

### Gramática

50				Se usa la gramática más avanzada. No hay errores.
49	48	47	46	Se usa la gramática más avanzada. Hay muy pocos errores no significativos.
45	44	43	42	Se usa la gramática más avanzada. Hay algunos errores significativos.
41	40	39	38	Se usa la gramática más avanzada. Hay varios errores significativos.
37	36	35	34	Es necesario adecuar la gramática a lo desarrollado en clase.
33	32	31	30	Es muy necesario adecuar la gramática a lo desarrollado en clase.
29	28	27	26	No se aplica la gramática aprendida en clase.
25	24	23	22	No se aplica la gramática aprendida en clase y hay algunos errores básicos.
21	20	19	18	No se aplica la gramática aprendida en clase y hay varios errores básicos.
17	16	15	14	Hay muchos errores básicos.

**Calificaciones: Primera versión \_\_\_\_\_ (70%) Segunda versión \_\_\_\_\_ (30%) Nota final \_\_\_\_\_**

Revise: Concordancia \_\_\_ Pretérito \_\_\_ Imperfecto \_\_\_ Pronombres \_\_\_ Subjuntivo \_\_\_ Potencial \_\_\_ Consecución de tiempos \_\_\_ Vocabulario \_\_\_ Preposiciones \_\_\_\_\_

Comentarios y sugerencias \_\_\_\_\_