

Spanish 4433.201
Advanced Comprehensive Skills
Tuesday: 5:00-7:50 p.m., PY 203
spring 2020

Instructor: Dr. Oxford

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Oficina: Bea Wood 114

Horas de oficina: TR 9:00 – 11:00; T 12:30 – 5:00; W 9-12

(but I am in my office much more than that, so feel free to come by at your convenience)

Textos:

1. *Curso de literatura: Español lengua extranjera*, by Barros Lorenzo, González Pino, and Freire Hermida. ISBN: 978-84-908-1801-5
Spanish Grammar in Context, by Kattán-Ibarra and Howkins. ISBN: 978-0-415-72347-3

Materiales adicionales recomendados:

A good Spanish-English dictionary

MLA Handbook for Writers of Research Papers, by Gibaldi

Please note:

1. This course uses supplemental D2L. Please make sure you access the D2L site **every day** for homework assignments, class updates, additional grammar explanation, practice materials, etc.
2. **As per *The Code of Federal Regulations* (CFR Title 34, Part 600.2)**, “a credit hour is an amount of work [...that] reasonably approximates not less than one hour of classroom or direct faculty instruction and **a minimum of two hours of out of class student work** each week for approximately fifteen weeks for one semester.” That is, as per U.S. government guidelines, your spending a minimum of 6 hours per week on homework during this session would be totally reasonable.
3. **If you carry a cell phone or pager, please silence it during class. Text-messaging or the use of non-authorized electronic devices is prohibited.** Please speak with me if you have questions.

Prerequisites:

15 advanced hours in Spanish

Objetivos:

This course is designed for advanced students of Spanish who have completed at least 15 advanced hours of Spanish and/or are completing their coursework requirements within two semesters. Students will review/acquire the tools and knowledge necessary to conduct research and write a term paper in Spanish over a Spanish or Spanish-American novel or cultural aspect. Students are expected to read assignments from the text and discuss material in class. Some class sessions will be conducted in a workshop format. Other sessions will be handled in a discussion format.

Additionally, this is the class in which the Department carries out many of its assessment-of-the-program measures. Thus, you will be requested to self-assess your abilities at various points.

POLICIES

1. **Attendance and Participation.** Please note that participation and attendance contribute 20% toward the final grade in this course. This grade component will be based on a combination of attendance (10%) and participation (10%).

Attendance: Attendance in class is fundamental to the acquisition of language knowledge and ability. It should be understood that enrollment in the class represents a commitment to be in class, every day of class, for the entire class period. If you cannot attend class for some reason, such does not mean that you have the right to simply skip that information but, rather, that you must make a double effort on your part to find out what you missed and what you need to do for the next class period. In fact, the attendance grade is based on your being in class for the entire 170 minute period. Arriving more than 10 minutes after the class start-time will result in a deduction of 1 point from your overall attendance grade (each occurrence); arriving after 30 minutes (or leaving 30 minutes before class ends) will result in a deduction of 2 points (each occurrence). Each absence lowers your attendance grade by 5 points.

Participation will be graded as per a score of 0, 1, 2 or 3 every day:

3 = a lot of participation, only in Spanish

2 = some participation in Spanish, or, a lot of participation with a majority in English

1 = practically no participation, or, participation only in English

0 = no participation, or, refusal to participate when called on

Don't worry about speaking perfect Spanish, just speak. Accuracy will come with practice.

2. **Absences.** No absence will be "excused" without written document (telling me orally is not sufficient; I sometimes forget those), and only then will it be excused if it involves an official religious holiday, university activity, illness, death, or other catastrophic event. Any unexcused absence will result of "0" for that day's activities; grades for excused absences will be treated as per #8, below.
3. **Homework and Quizzes.** Regular assignments will be made from the text and from other sources (these will be detailed on the D2L class site which you should check every week). Students are expected to prepare homework (*tarea*) as assigned. Independent study of grammar and vocabulary is also expected. Frequent quizzes, based on homework and class work, will be given; in fact, one will most probably be given at the beginning and/or end of the class period every day as well as at least one on D2L every week. Graded homework and quizzes will be 25% of your final grade. Unless requested by the professor at the end of class, only homework turned in at the beginning of class will be accepted. Note: homework is graded on a "points system" where *each individual homework item of the assignment* counts the same as any other individual homework item during the semester; all other grades for the semester are calculated based on an average in which each quiz/test/etc. grade for *that particular assignment in toto* counts the same as any other assignment. No late work, or electronic submission of any work, is accepted, and no make-up quizzes are given (not even for an "excused" absence).

4. Term paper:

Thesis statement

One of the most important parts of your term paper, as well as the introduction which you will be turning in even earlier, is your thesis statement. The thesis statement should be **specific**, tell the reader **precisely** what s/he is going to learn upon reading your paper, and answer the question “**So what?**” (i.e., explain why it is important that the reader should take time out of her/his schedule to read your paper). Because the thesis statement is of such extreme importance, it is highly recommended that you closely read the following website concerning how to create a thesis statement, and what such should contain: [Thesis Statements](#).

Written research paper

The written research paper will consist of an original research essay (following the MLA style, 7th or 8th edition ONLY) on a topic pre-approved by the professor with a minimum of 8 pages, excluding the bibliography. Please be aware—if writing a literary-based paper—that author biography and plot summary are not appropriate content for a research paper and will result in a deduction of the grade assigned to the paper. In order to demonstrate that you have thoroughly researched your topic, a substantial literary review (i.e., brief summaries of what other critics say about your author/topic) is required as a part of the your essay introduction. You should also overtly state what your paper’s thesis is. As well, the instructor is VERY demanding in terms of your following the MLA style manual; if you have any questions concerning such, be sure to ask! The bibliography must consist of at least 12 secondary sources, of which a maximum of one (1) may be a non-scholarly source (use [this guide](#) to help determine if a source is scholarly or non-scholarly). Students should individually consult, in-person or electronically, with the instructor and must obtain permission of the book/cultural topic to study. On January 28, you will need to turn in the title of the topic you will be reading/studying as well as your thesis statement. On February 11, you will need to turn in your thesis statement, introductory paragraph, and bullet-point outline for the project. On March 3, you will need to turn in your bibliography (min. of 12 items, MLA format, 7th or 8th edition only!). The first draft of the *entire* project is due March 24 (bring a hard copy to class that day); final written version is due April 28.

The term paper will be graded according to the following schemata:

- a) Grammar – 33% - each type of major error (e.g., verbal tenses, repetitive typographical errors, noun-adjective agreement, etc.) will result in a deduction of 10 points; minor errors (e.g., an occasional preposition, less than 3 typographical errors [including accent marks], etc.) will result in a deduction of 5 points.
- b) Format – 33% - each type of major error (e.g., margins, spacing errors [between lines and/or words], works cited formatting, etc.) will result in a deduction of 10 points; minor errors (e.g., an occasional punctuation mark, less than 3 typographical errors, widow/orphan, etc.) will result in a deduction of 5 points.
- c) Content – 33% - each type of major error (e.g., no thesis stated toward/at the beginning of the paper, new ideas introduced in the conclusion, confusing/illogical sentences or sentence fragments, no lit. review, etc.) will result in a deduction of 10 points; minor errors (e.g., less than three indefinite antecedents or non-refuted arguments, etc.) will result in a deduction of 5 points. Not following page-length requirements will result in a deduction of 10 pts per page, or portion thereof, less than the minimum requirement.

No term paper, or portions named above, will be accepted late without penalty. If any of the above is handed in to me—or placed in my mailbox in the departmental office—after 5:00 p.m. on the due date, the final grade for such will be lowered 10 points for each day (24-hr period beginning at 5:01 p.m.) it is received late. For that reason it is highly advised—i.e., you **should**—print/turn in these items and your term paper BEFORE the due date as computer crashes, flash-drive malfunctions, printer problems, etc. do occur, but **no** excuse/reason will result in a “forgiveness” of the 10-pt-per-day deduction. No electronic submissions will be accepted; **only** a hard copy of the term paper will be accepted.

5. **Semester project presentation:** The oral presentation of the term paper should be between 7-10 minutes and consist of what you think the other students should glean from your essay. The oral presentation will be composed of a 3 minute (maximum!) presentation of plot summary if your project is literature based (fyi: plot summary should NEVER be a part of the written presentation), with the remainder of the time being an explanation of your findings/research. Please note: an oral presentation should not be simply a reading of your notes—you will be deducted points for such—and you should always keep in mind *throughout the entire* oral and written presentation the main idea that you want your audience to learn (i.e., “What, and why, is what I’m saying important?”). The presentation must be presented “live” in class and be entirely in Spanish. As well, while preparing your presentation, you should keep in mind that you need to include background information (e.g., history, cultural precedent, [who/what/when/where/why/how?], etc.), present-day events, and implications of your decision (i.e., no decision is entirely good or bad). The audience (i.e., your classmates) should also be included. This is a semester long project; the final project—both the written and oral version—MUST reflect such!
For possible topics for your project, see the list on D2L. With prior permission from the instructor, other topics are also possible. The topics are first-come, first-serve with no repetition among students, and must be approved by the instructor.
6. **Job application:** Part of the capstone experience of this class is searching, and “applying,” for a job of interest to you. This will include taking a simulated “Briggs Myers Personality Types” online exam, finding three jobs of interest currently available and “applying” for one of them, and having your resume and application letter for the aforementioned job critiqued by the MSU Career Management Center. See the calendar of classes for deadlines regarding each item.
Note: the job ads ***must specifically state*** a need or preference for Spanish speakers, degree in Spanish, or make another reference to Spanish.
7. **Exams:** There are two. If you are absent from an exam, see #2, above.
8. **Self-assessment measures.** These will be in-class exercises during the last few weeks of the semester. You will not receive a passing grade for the class unless you complete these and turn these (i.e., you will receive an “I,” Incomplete,” [if passing the class otherwise] or an “F” [if you have a failing grade at that point]).
9. **Late work and “make up.”** Late work is not accepted for credit; do not even bother to ask. You may, if you so wish, turn work in late if you want to know what your mistakes are, but no credit will be given. There are no “make ups” of any type in this class; in the best of scenarios (i.e., you present written documentation to justify an “excused” absence, you will be assigned a grade of “missing” and the other grades in that section will count more).

10. **Student Honor Creed.**

“As an MSU Student, I pledge not to lie, cheat, steal, or help anyone else do so.”

“As students at MSU, we recognize that any great society must be composed of empowered, responsible citizens. We also recognize universities play an important role in helping mold these responsible citizens. We believe students themselves play an important part in developing responsible citizenship by maintaining a community where integrity and honorable character are the norm, not the exception. Thus, we, the Students of Midwestern State University, resolve to uphold the honor of the University by affirming our commitment to complete academic honesty. We resolve not only to be honest but also to hold our peers accountable for complete honesty in all university matters. We consider it dishonest to ask for, give, or receive help in examinations or quizzes, to use any unauthorized material in examinations, or to present, as one’s own, work or ideas which are not entirely one’s own. We recognize that any instructor has the right to expect that all student work is honest, original work. We accept and acknowledge that responsibility for lying, cheating, stealing, plagiarism, and other forms of academic dishonesty fundamentally rests within each individual student. We expect of ourselves academic integrity, personal professionalism, and ethical character. We appreciate steps taken by University officials to protect the honor of the University against any who would disgrace the MSU student body by violating the spirit of this creed.”

Written and adopted by the 2002-2003 MSU Student Senate

11. **Students with Disabilities.** The Americans with Disabilities Act, (ADA), is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Support Services in Room 168 of the Clark Student Center, 397-4140.
12. **Safe Zones Statement.** The professor considers this classroom to be a place where you will be treated with respect as a human being – regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Additionally, diversity of thought is appreciated and encouraged, provided you can agree to disagree. It is the professor’s expectation that ALL students consider the classroom a safe environment.
13. **Concealed Handguns on Campus.** Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University’s webpage regarding [campus-carry](#). If you have questions or concerns, please contact MSU Chief of Police Patrick Coggins.

Research and Creative Activity Opportunities at MSU

Enhancing Undergraduate Research Endeavors and Creative Activities (EURECA) is a program that provides opportunities for undergraduate to engage in high-quality research and creative activities with faculty. EURECA provides incentives and funding through a system that supports faculty and students in a cooperative research process. For more information contact the Office of Undergraduate Research, (940) 397-6275 or eureca@mwsu.edu. Information and resources are available at [EURECA](#).

GRADING COMPONENTS

Final grade category	Location	Overall percentage of grade
Attendance	In-class	10%
Participation	In-class	10%
Homework	D2L and certain items to class	15%
Quizzes	D2L and possibly in-class	10%
Job application	Ad	2%
Job application	Resume	8%
Job application	Letter of application	5%
Term paper	Oral presentation	15%
Term paper	Written version	15%
Self-evaluations	In-class	10%

General Class calendar

- Subject to modification as per notification in class and/or D2L site

Date	In-class	Homework to complete prior to class	Hard-copy items to bring to class today
January 21	Introduction and present tense	n/a	n/a
January 28	Career management presentation, and preterite/imperfect tenses	See D2L	See D2L, and Term paper topic
February 4	Present subjunctive	See D2L	See D2L, and Personality Quiz (print off and turn in the five sections labeled: Results, Strengths/Weaknesses, Career paths, Workplace habits, and Conclusion
February 11	Past subjunctive	See D2L	See D2L and Thesis statement, intro paragraph, and bullet-point outline of term paper
February 18	Future tense, conditional tense, and compound tenses	See D2L	See D2L, and three ads for potential jobs (one of which you will “apply” for)
February 25	Si clauses, Articles, and por/para	See D2L	See D2L

Date	In-class	Homework to complete prior to class	Hard-copy items to bring to class today
March 3	Object pronouns, “hace que” construction, personal a, and relatives	See D2L	See D2L, and Bibliography for term paper of at least 12 items
March 10	Problems for English speakers <i>Language Exam</i>	See D2L	See D2L
March 17	No-class; spring break	n/a	n/a
March 24	Edad Media and Renacimiento	See D2L	See D2L, and first version of <i>entire</i> 8-page term paper
March 31	Barroco and Ilustración	See D2L	See D2L, and turn in first version of resume, the Career Management Center critique of such, and the revised resume
April 7	Romanticismo and Realismo/Naturalismo	See D2L	See D2L
April 14	Generación del 98, Modernismo, Gen. Del 27, and Vanguardias	See D2L	See D2L, and turn in original job application letter, the Career Management Center critique of such, and the revised letter
April 21	Boom	See D2L	See D2L
April 28	Literatura actual	See D2L	See D2L, and turn in hard-copy, final version of the term paper
May 5	Self-evaluations, and <i>Culture/Literature Exam</i>	See D2L	See D2L
May 12	Oral presentations of term papers	Class starts today at 5:45 p.m.	See D2L