

LSPA 301, Section 1 [CRN 62637] 3 credits

**ORAL COMMUNICATION IN SPANISH
(Fall 2019)**

Colorado State University, Fort Collins
Languages, Literatures and Cultures
M-W-F 11 – 11:50
[Educ 2]

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Office Hours: M-W-F 10 – 10:50
(also by appointment)
Pronouns: He/His/Him

PRE-REQUIREMENTS:

LSPA 300 or written authorization.

COURSE DESCRIPTION:

This course is designed to help improve and enhance Spanish fluency and pronunciation/intonation precision to develop narration capabilities in Spanish.

The specific grammar content builds towards functional and formal control of the basic verbal forms that are pertinent to narration and description in the past (preterite and imperfect, and verbal phrases + gerund or + infinitive), along with other aspects of grammar that are necessary for description and narration (ser, estar, haber, and direct and indirect pronouns).

The course aims to prepare students to use the language both at a professional, academic and informal mode.

Reviewing, studying and mastering relevant verbal conjugations is the students' responsibility.

The class will be taught in Spanish.

***n.b.:* This syllabus is subject to changes.**

LEARNING OUTCOMES AND COURSE OBJECTIVES:

- Following the *Standards for Foreign Language Learning* of ACTFL [quoted in the next page], this course aims to
 - a) advance the understanding of **Cultures** and **Communities**
 - b) help the student's **Communication** skills (specially the oral skills),
 - c) actively establish **Connections** and **Comparisons** between the cultures of America and that of the Hispanic World.
- Students will be describe people and places.
- Students will learn to narrate events, stories and world news, and provide their opinion.
- Students will learn analyze and discuss short movies in Spanish.

BOOKS:

José A. Blanco, *Revista*. 4th edition. Boston: Vista Higher Learning, 2014.

A good dictionary español/inglés-English/Spanish (if you need to buy one, please get one which gives the phonetic transcriptions, since they will be very useful when you analyze poetry.

EVALUATION METHOD AND SCALE:

- a) **ATTENDANCE AND PARTICIPATION (10%, 5+5):** Though attendance is not mandatory, students need to come to class with the homework finished, and be ready to engage in the discussions. Students will evaluate their participation weekly (5%), and the professor will provide his evaluation of the students' participation at the end of the semester. Spanish must be used in the classroom.
- b) **CULTURAL PRESENTATION (10%):** During the semester, students will have to do an oral presentation about presentday issues in the Hispanic world, cultural issues, etc., and compare them with their counterpart in the USA. Presentations will be in groups of 2-3 Each presentation should last around 10-12 minutes, and presented with powerpoint. The students will provide the professor with an outline at the entrance of the class. The presentation is not a recitation or reading outloud of notes, but an oral exercise, and should aim to engage the rest of students. Students "reading out" their presentation will receive a 0.
- c) **SKETCH (15%):** At the end of the semester, students will perform, in groups of 3-4 students, a dialogue or a real or fictional situation, i.e. a discussion at a restaurant, live in the resident halls, etc. Both the use of Spanish (inclusion of idioms, appropriate use of tenses and modes) and the originality of the script and performance will be evaluated. Each sketch should last around 10 minutes.

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- d) **INTERVIEW (10%):** At the end of the semester, students will have an interview with the professor to evaluate their communication skills in the interpersonal mode. The professor will provide a list of possible questions and topics that may be discussed in the interview. They may be asked also about their experience in the community project/engagement.
- e) **SERVICE TO THE COMMUNITY (20%):** This component is deemed essential to advance the oral competence. Students will engage with one of the organizations in our community (there will be a fare soon where students will learn about the different options), and they will have to provide 8-10 hours of service during the semester. At the end of the semester, students will present about the experience. Students interested in accruing more service hours, they have the capacity to enroll for 1 extra credit of LSPA379, if they do 20 hours of service.
- f) **NEWS (10%):** Each student will have present orally about current news. They will be agree beforehand the news that they have selected to present. Students will be informed about what days they have to be ready for the presentation. Every day identified with “noticias” in the syllabus, 2-3 students will be selected randomly to present. Notes will be allowed, but again, this is an oral presentation, and thus it will be penalized with 0 if students are merely reading them out loud.
- g) **HOMEWORK (5%):** Students will bring the homework, and have it ready at the entrance of the class. Some homework will be requested during the class, other will be asked to be uploaded to canvas. Homework is due when it is due, and unless medical documentation or similar is provided, it will not be accepted after its deadline.
- h) **QUIZZES (20%):** There will be quizzes at the end of each unit, covering both vocabulary, grammar and the short stories. A very important part of the quizzes are the auditive section, that may be based on the discussions that were held in the classroom.

A+	97-100	B+	87-89	C+	77-79	D	60-72	F	0-59
A	93-96	B	83-86	C	73-76				
A-	90-92	B-	80-82						

RESPONSABILITIES:

1. To read the assigned materials and take notes of them before the class meets.
2. To engage actively in the discussions and to arrive on time.
3. To provide the homework, compositions, and notes when requested by the professor. If the student needs to skip a class it is their responsibility to enquire if there has been any update in the homework assigned for the next day. Also, if a student is not attending a class, it is their responsibility to email the homework due that day before the class meets.
4. To give the oral presentation the day assigned, or to inform with enough time and documentation of any necessary accommodation, since presentation slots are limited and they may not be able to present later.
5. To get the email or cell number of three fellow students to be able to contact them if/when there is any small doubt regarding assignments, to check for any possible change of calendar if the student has not attended that class, etc.
6. To follow the rubrics of the presentations.
7. To recognize any resource consulted, indicating the pagination, at the end of the assignments (except for the reading notes) to avoid any instance of academic dishonesty.
8. To avoid using online automatic translators or similar resources to avoid academic dishonesty.
9. To elaborate your thought, organize it so that information flows.
10. To use an adequate register of the language.

THE 5 C’s:

“**National Standards for Foreign Language learning. Communication** is at the heart of second language study, whether the communication takes place face-to-face, in writing, or across centuries through the reading of literature. Through the study of other languages, students gain a knowledge and understanding of the **cultures** that use that language and, in fact, cannot truly master the language until they have also mastered the cultural contexts in which the language occurs. Learning languages provides **connections** to additional bodies of knowledge that may be unavailable to the monolingual English speaker. Through **comparisons** and contrasts with the language being studied, students develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world. Together, these elements enable the student of languages to participate in multilingual **communities** at home and around the world in a variety of contexts and in culturally appropriate ways. “**Knowing how, when, and why to say what to whom**” All the linguistic and social knowledge required for effective human-to-human interaction is encompassed in those ten words. Formerly, most teaching in foreign language classrooms concentrated on the how (grammar) to say what (vocabulary). While these components of language are indeed crucial, the current organizing principle for foreign language study is communication, which also highlights the why, the whom, and the when. So, while grammar and vocabulary are essential tools for communication, it is the acquisition of the ability to communicate in meaningful and appropriate ways with users of other languages that is the ultimate goal of today’s foreign language classroom.”

http://www.actfl.org/sites/default/files/pdfs/public/StandardsforFLLexecsumm_rev.pdf

CSU’S PRINCIPLES OF COMMUNITY:

The Principles of Community support the Colorado State University mission and vision of access, research, teaching, service and engagement. A collaborative, and vibrant community is a foundation for learning, critical inquiry, and discovery. Therefore,

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each member of the CSU community has a responsibility to uphold these principles when engaging with one another and acting on behalf of the University

INCLUSION: We create and nurture inclusive environments and welcome, value and affirm all members of our community, including their various identities, skills, ideas, talents and contributions.

INTEGRITY: We are accountable for our actions and will act ethically and honestly in all our interactions.

RESPECT: We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse, and the advancement of knowledge.

SERVICE: We are responsible, individually and collectively, to give of our time, talents, and resources to promote the well-being of each other and the development of our local, regional, and global communities.

SOCIAL JUSTICE: We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.

[quoted from <https://diversity.colostate.edu/principles-of-community/>]

LIBRARY & RESEARCH HELP:

The CSU Libraries Help Desk <<http://lib.colostate.edu/helpdesk/>> provides both research (Ph. 970-491-1841) and technical (Ph. 970-491-7276) support. In addition, Jimena Sagas is the librarian supporting this course. Contact her for assistance at <http://libguides.colostate.edu/jimenasagas>

ACADEMIC INTEGRITY:

“ACADEMIC INTEGRITY Academic dishonesty (see examples below) undermines the education experience at Colorado State University, lowers morale by engendering a skeptical attitude about the quality of education, and negatively affects the relationship between students and instructor. Instructors are expected to use reasonably practical means of preventing and detecting academic dishonesty. Any student found responsible for having engaged in academic dishonesty will be subject to academic penalty and/or University disciplinary action. Students are encouraged to share responsibility for the academic integrity of the University by reporting incidents of academic dishonesty.

Examples of academic dishonesty include (but are not limited to): 1. Cheating in the classroom [,,] 2. Plagiarism [...] 3. Unauthorized Possession or Disposition of Academic Materials [...] 4. Falsification of Cases of Academic Dishonesty [...] This course will follow the Academic Integrity Policy of the Colorado State University General Catalog (Page 7) and the Student Conduct Code, which defines academic dishonesty as: “misconduct including but not limited to: cheating, plagiarism, unauthorized possession or disposition of academic materials, falsification, or facilitation of acts of misconduct. Plagiarism includes the copying of language, structure, images, ideas, or thoughts of others and is related only to work submitted for credit”. [partially quoted from <http://catalog.colostate.edu/front/policies.aspx>, read original if in doubt]

PLAGIARISM:

In addition, plagiarism in the language classroom includes the use of translators and unauthorized help from peers and native speakers. You may not submit work from a prior class (self-plagiarism).

Academic dishonesty will be subject to disciplinary action and may result in failure of the course. Both the student and the office of Conflict Resolution and Student Services will be informed of the disciplinary action in writing.

Academic Integrity Resources: How to avoid plagiarism: <http://writing.colostate.edu/guides/teaching/plagiarism/>

How to cite your work: <http://writing.colostate.edu/guides/>

n.b.: This course adheres to the Academic Integrity Policy of the Colorado State University [General Catalog](#) {Page 7} and the [Student Conduct Code](#). [Full wording at <http://facultycouncil.colostate.edu/files/manual/sectioni.htm#I.5.1.1>]

DISABILITIES SERVICES:

If the student needs special testing accommodations or other classroom modifications, he/she should notify ASAP both the instructor and the office of Resources for Disabled Students [RDS].

“Any student who is enrolled at Colorado State University and who self-identifies with RDS as having a disability is eligible for support from RDS. Specific accommodations are determined individually for each student and must be supported by appropriate documentation and/or evaluation of needs consistent with a particular type of disability. RDS reserves the right to ask for any appropriate documentation of disability in order to determine a student’s eligibility for accommodations as well as in support for specific accommodative requests.” [quoted from <http://rds.colostate.edu/mission.asp#whatwedo>]

CALENDARIO DE SESIONES:

N.B.: Conforme vaya avanzando el semestre se irá suministrando la lista de tareas adicionales en canvas

[Primera mitad del curso]

Semana 1:

DÍA	EN CLASE	TAREA PARA CASA*2
08/26	Introducción al curso.	
08/28	Intro al curso y comienzo del capítulo 1.	
08/30	Capítulo 1.	

Semana 2:

09/02	NO HAY CLASE	
09/04	Capítulo 1.	
09/06	Capítulo 1. Noticias 1.	

Semana 3:

09/09	Capítulo 1	
09/11	Capítulo 1	
09/13	Prueba 1. Noticias 2.	

Semana 4:

09/16	Capítulo 2.	
09/18	Capítulo 2.	
09/20	Capítulo 2. Noticias 3.	

Semana 5:

09/23	Capítulo 2.	
09/25	Capítulo 2.	
09/27	Capítulo 2. Noticias 4.	

Semana 6:

09/30	Capítulo 2.	
10/02	Prueba 2. Comenzar capítulo 3.	
10/04	Capítulo 3. Noticias 5.	

Semana 7:

10/07	Capítulo 3.	
10/09	Capítulo 3.	
10/11	Capítulo 3. Noticias 6.	

Semana 8:

10/14	Capítulo 3.	
10/16	Presentaciones en grupo.	
10/18	Presentaciones en grupo.	

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Semana 9:

10/21	Capítulo 3.	
10/23	Prueba 3. Comienzo capítulo 4.	
10/25	Capítulo 4. Noticias 7.	

Semana 10:

10/28	Capítulo 4.	
10/30	Capítulo 4.	
11/01	Capítulo 4. Noticias 8.	

Semana 11:

11/04	Capítulo 4.	
11/06	Capítulo 4.	
11/08	Capítulo 4. Noticias 9.	

Semana 12:

11/11	Prueba 4. Comienzo capítulo 5.	
11/13	Capítulo 5.	
11/15	Capítulo 5. Noticias 10.	

Semana 13:

11/18	Capítulo 5.	
11/20	Capítulo 5.	
11/22	Capítulo 5. Noticias 11.	

Semana 14: RECESO DE ACCIÓN DE GRACIAS

Semana 15:

12/02	Teatros.	
12/04	Teatros.	
12/06	Teatros.	

Semana 16:

12/09	Prueba 5.	
12/11	Entrevistas personales. Entregar reflexiones sobre servicio.	
12/13	Entrevistas personales. Entregar reflexiones sobre servicio.	

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