SAMPLE—SUBJECT TO CHANGE

FALL 2006
SPAN 4372 A, HISPANIC AMERICAN CULTURE
MLSPA 6372 HISPANIC AMERICAN CULTURE
DR. ANDRIST
TTH 11:00 AM-12:15 PM, MALLOY

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Office TT 12:30-2, 3:30-5:30

DESCRIPTION:
This course intends to foster the development of students who have raised cultural consciousness, i.e., a familiarity with, an appreciation for, and an ability to interpret and evaluate/critique culture in general and to apply all of the aforementioned to the Hispanic American cultural milieu and perspective from its origins through the present.

GOAL I. (results) Expand knowledge of geography, history, culture and development of Hispanic America up to now in terms of politics, the arts (painting, sculpture, literature, architecture, music), economics, religion, behavior, attitudes and customs, etc., including Spain's discovery and conquest of what is now Hispanic America, and the historical presence of Hispanics in what is now the United States.

OBJECTIVE 1 (activities) Via visual: maps, videos, photos
& OBJECTIVE 2 Via auditory: videos, CDs & tapes, discussion
& OBJECTIVE 3 Via traditional print & electronic sources: primary & secondary works in Spanish
& OBJECTIVE 4 Via realia

ASSESSMENT (grade) See grade components & daily syllabus in terms of lectures, discussion, presentations, readings, projects, exams.

GOAL II. Hone linguistic skills in Spanish

OBJECTIVE 1 Listen to and question speakers. See & listen to videos & movies, listen to CDs and tapes; experience field trips.
& OBJECTIVE 2 Speak in discussion and presentations
& OBJECTIVE 3 Read text and comprehend selections in Spanish, with little or no assistance, using context and cognates
& OBJECTIVE 4 Write with few or no errors which obstruct meaning) about course content

ASSESSMENT See grade components & daily syllabus in terms of lectures, discussion, presentations, readings, projects, exams.

GOAL III Practice scholarly skills

OBJECTIVE 1 Note-taking, outlining, summarizing, synthesizing
& OBJECTIVE 2 Using library and language laboratory resources, especially computer-based, to conduct cultural research, formulating bibliographies
& OBJECTIVE 3 Critical thinking: identifying characteristics, placing events and objects within contexts, formulating and supporting opinions, constructing

arguments
& OBJECTIVE 4 Making generalizations across disciplines
& OBJECTIVE 5 Writing short research papers
& OBJECTIVE 6 Presenting findings orally
ASSESSMENT See grade components & daily syllabus in terms of lectures, discussion, presentations, readings, projects, exams.

POLICIES

DISABILITIES
Students with disabilities must contact the office of Counseling Services for Students with Special Needs (Disability Services) by calling 713-525-3162 or 6953. Any student with a documented disability needing academic adjustments or accommodations is must speak with the professor during the first two weeks of class. All discussions remain confidential.

PHILOSOPHY
This is an **UNIVERSITY-LEVEL ACADEMIC COURSE WITH APPROPRIATE ACADEMIC REQUIREMENTS.** You earn your grade on that basis. You do not receive university credit for "gender and/or ethnic consciousness" or language ability per se. Academic credit is based upon your intellectual and academic efforts, willingness and ability to reflect upon and respond to requirements of the class.

HONOR CODE
YOUR ENROLLMENT IN THIS CLASS CONSTITUTES YOUR LEGAL AND MORAL OBLIGATION TO THE UST HONOR CODE. Because this course is a listening, speaking, reading, and writing one, I encourage you to work together. HOWEVER, plagiarism--copying others' work with out crediting them for it--is legally and ethically unacceptable--AND GROUNDS FOR FAILURE, NOT JUST IN THE ASSIGNMENT, BUT IN THE CLASS. Paraphrases, as well quotes, must be documented. See the article, *Plagiarism*, posted in documents in Blackboard.

INTERACTION
RESPECT FOR OTHERS' VIEWS AND SPACE, not necessarily in agreement with one's own, is required. **ABSOLUTE DISCRETION** with what is expressed, shared, etc., in the course of class discussion is a requirement on the part of every participant. CELL PHONES AND PAGERS must be on vibrate during class time except in pre-arranged-with-the-professor possibility of medical emergency to avoid grade sanctions.

STYLE
This will be a **SEMINAR-STYLE, BLACKBOARD-BASED** class, student-centered, with a minimum of professor lecture. Spanish will be the preferred language of discussion in the majority of cases but code-switching will be practiced. Since language is a social skill and activity, this is the only way to effectively learn. In either language, mistakes are natural--tolerance and assistance are the watchwords. Be flexible--think of another way to send the same message if you get "stuck."

ATTENDANCE
ATTENDANCE IS REQUIRED for every SINGLE class meeting. If you are absent for three consecutive weeks of class without making arrangements before or during with the professor, you will be administratively dropped. Incompletes given only for cases of emergency when a student is unavoidably unable to complete the course, must be requested, and are at the discretion of the professor according to university guidelines.

DEADLINES
Syllabus assignments will be performed or handed in at the corresponding class. Daily grades will be assigned at the professor's discretion. In case of serious illness or death in the family, advance or concurrent notice of your absence is required. Call or email and leave a message and, if possible, send your corresponding assignment with another student.
NO LATE PAPERS OR EXAMS WITHOUT WRITTEN EXCUSE (DOCTOR, HOUSEMOTHER, MORTICIAN, ETC.) AND **USUALLY MUST BE MADE UP WITHIN ONE WEEK AFTER ABSENCE.**

STUDENT RESPONSIBILITIES
YOU ARE RESPONSIBLE FOR ALL MATERIAL, in books, presented in class, etc., whether you are listening or not.
YOU ARE PERSONALLY & SOLELY RESPONSIBLE FOR YOUR ACTIVITIES (ASKING QUESTIONS OR DOING HOMEWORK) IN ORDER TO MEET YOUR PERSONAL EXPECTATIONS AND DESIRE FOR SUCCESS/GRADE. Probable daily time needed for homework outside class will be a minimum of one to two hours per hour spent in class (3-6 hours per week).
"Homework" is largely left to your discretion--you must assess how well you understand and how much practice, reading or written work outside of class you need. You are responsible for anything and everything in the syllabus, book or said in class. You are expected to highlight reading and take notes in class. You are expected to keep in contact with the professor and other students as personally needed.
All papers must include a heading in this format:
(sample)
Student name: Debra D. Andrist
Class: SPAN 4331 A, fall 2004
Assignment: Essay 1, Indigenous Literature
Word count: 135 (l0% variation under/over the assigned is acceptable)

I INTEND TO BE AVAILABLE TO DISCUSS, ADVISE, ETC., DURING AND OUTSIDE OF CLASS AS MUCH AS POSSIBLE My office is Malloy 219. Please set prior appointment times. Once in a while I may have an unavoidable meeting during ?always? office hours. If so, I will leave a note as to my return. Please also either honor your appointment or call to cancel?I will afford you the same courtesy if I have an unavoidable conflict. Email is always better than telephoning.
I INTEND TO RETURN ASSIGNMENTS WITH COMMENTARY AND/OR

GRADES AS SOON AS POSSIBLE, usually within a week.
RESOURCES FOR THIS CLASS

Textos:
Hoja de ruta: cultura y civilización de Latinoamérica

papel
cuaderno con bolsillos
bolígrafo o lápiz
highlighters de colores

NOTAS
SUBGRADUADO = 1000 PT0S.
SISTEMA DE l000 PUNTOS (l000-934=A, 933-900=A-, 899-867=B+, 866-834=B, 833-800=B-, 799-767=C+, 766-734=C, 733-700=C-, 699-667=D+, 666-600=D

presencia y participación: porcentaje de 29 días (se pueden sustituir a lo máximo tres con una "experiencia hispáncia" y un sinópsis escrito)=100
tareas diarias=100
13 examencitos sobre capítulos y puntos y videos y visitas @ 20 =260
2 noticias @ 20 = 40
2 reacciones@20= 40
2 ensayos @ 50 = 100
2 presentaciones @ 10 = 20
5 actividades @ 5 = 25
1 service learning = 25
1 de 2 opciones para el proyecto=170
la presentación =20
(powerpoint presentation for undergraduate research day in April 2007=extra 50)
examen final = 100

POR LA RED

13 preguntas de comprehension y repaso @20 = 260
13 ¿Cuánto sabemos ahora?" @5 = 65
13 Más allá @10 = 130
2 noticias @ 25 = 50
2 reacciones@25= 50
2 ensayos @ 50 = 100
4 actividades @ 5 = 20
1 service learning = 25
1 de 2 opciones para el proyecto=200
(powerpoint for undergraduate research day in April 2007=extra 50)
examen final = 100

GRADUADO = 1500 PTOS.

SISTEMA DE l500 PUNTOS (l500-140l=A, 1400-1350=A-, 1349-1301=B+, 1300-1251=B, 1250-1200=B-, 1199-1151=C+, 1150-1101=C, 1100-1050=C-, 1049-1001=D+, 1000-900=D

presencia y participación: porcentaje de 29 días (se pueden sustituir a lo máximo tres con una "experiencia hispáncia" y un sinópsis escrito)=200
tareas diarias=200
13 examencitos sobre capítulos y puntos y videos y visitas @ 20 =260
2 noticias @ 20 = 40
2 reacciones@20= 40
2 ensayos @ 50 = 100
2 presentaciones @ 10 = 20
5 actividades @ 5 = 25
1 service learning = 25
1 de 2 opciones para el proyecto=370
la presentación =20
(powerpoint presentation for undergraduate research day in April 2007=extra 50)
examen final = 200

LOS DOS
EXTRA CREDIT: up to 5 or l0 points per Hispanic experience. You may have 5 Hispanic experiences. You may visit museums (MFA, Menil Collection, CMA) or have other Hispanic experiences pre-approved by professor such as concerts, Club Hispánico, Charla, theatre, dance, service learning at or for Helms, etc. Vea la lista de POSIBLES "EXPERIENCIAS HISPANICAS:" EXTRA CREDITO Y OTRAS FECHAS DE INTERES.
Write a 5-sentence description (who, what, why, where, when) in Spanish, typed and double-spaced to hand in?be prepared to discuss in class without notice. **NONE ACCEPTED AFTER LAST DAY OF CLASS.**

Componentes de la nota por lo escrito (en orden de importancia)
l. Mecánica (gramática y ortografía)
2. Vocabulario y estilo
3. Contenido
4. Organización
5. Investigación
COMPONENTES DE LA NOTA POR LO PRESENTADO (en orden de importancia)
1. Pronunciación
2. Estilo de presentación

BY OFFICIAL POLICY OF THE UNIVERSITY OF ST. THOMAS, NEITHER FINAL EXAM GRADES NOR FINAL COURSE GRADES MAY BE RELEASED TO THE STUDENT BY THE PROFESSOR IN PERSON, BY PHONE OR IN WRITING PRIOR TO OFFICIAL WRITTEN NOTIFICATION BY BLACKBOARD BY THE UNIVERSITY.
THEREFORE, KEEP THE RUNNING TOTAL SECTION OF THIS SYLLABUS

CURRENT IN ORDER TO KNOW YOUR GRADE STANDING PRIOR TO FINAL EXAMS, FINAL PAPER AND FINAL GRADE CALCULATION AND CHECK BLACKBOARD.

TAREAS

EDIT YOUR WORK. ANY WRITTEN WORK HANDED IN WITH MORE THAN TEN GRAMMAR ERRORS ON THE FIRST PAGE OR ANY PAGE THEREAFTER WILL BE RETURNED FOR CORRECTIONS WITHIN ONE CLASS DAY AND LOSE ONE LETTER GRADE.

Presence and participation: **BE PRESENT AND HAVE READ** each assignment on the syllabus before coming to the class where that assignment will be discussed. Homework: You may read the selections as many more times as you wish or have time for, incidentally. Read each selection the first time solely for meaning; be sure to highlight important words or passages. You may work together or alone. Each of you will prepare answers to the text questions and the elements (in Spanish) about the selection to facilitate discussion. I suggest that you write these out short answer and keep in a notebook. Participation will also be judged by evidence of homework preparation in class.

Daily work may include
Finding Internet sources: find one on the topic, write down the address and a synopsis of what the site contains
Worksheets: Perform activity, either on own or in group during class, fill out sheet, turn in on due date
Other unspecified assignments

Quizes on chapters/videos/visits may include matching, fill-in blanks, true/false, multiple choice or short-answer essay.
MAY NOT BE MADE-UP IF YOU ARE ABSENT.

News flashes: Summarize news about **HISPANIC AMERICA (not Spain, not countries where Spanish is not the dominant language)**. Use a print newspaper, e.g., *La información* or internet, e.g., www.estrelladigital.es, in the Language Lab or as a last resort, NOTICIAS MUNDIALES / SUCESOS LOCALES available on bulletin board on 2nd floor Malloy. PLEASE DON?T REMOVE ARTICLES!) Write (in Spanish) a maximum 3-sentence, 50-word summary of who, what, why, when, where and how, which you will NOT hand in but present **your** synopsis to the class in Spanish; DO NOT READ THE ARTICLE ALOUD. Be prepared to write notes on the board.
MAXIMUM 1 MINUTE.
MAY NOT BE MADE-UP IF YOU ARE ABSENT OR FORGET.

News reactions: Comment verbally in class extemporaneously on a news flash.

Essays of 1/2 page, approximately 150 words, (in Spanish) must be typed, double-spaced, include a bibliography, which will be handed in via digital dropbox before presentation: In your own words (in Spanish), you will take turns telling the class about your findings in your paper. Maximum 5 minutes.

Activities
Attend an approved activity outside of class (refer to partial list of cultural activities on Blackboard). If you would like immediate feedback, write (in Spanish) a maximum 3-sentence, 50-word summary of who, what, why, when, where and how, which you will hand to the prof immediately before presenting your synopsis to the class in Spanish. However, your only grade will be on the oral presentation. DO NOT READ WHAT YOU HAVE WRITTEN ALOUD.
MAXIMUM 1 MINUTE.
MAY NOT BE "MADE-UP" IF YOU ARE ABSENT OR FORGET

Service learning You will participate in at least one pre-approved Hispanic-related service/internships/volunteer literary learning experience for at least two hours: tutoring, etc.

OPTION FOR RESEARCH PAPER
CHOOSE ONE
Research paper, presented to class (and in April to Undergraduate Research Day if you do a power-point)
You will research a topic prearranged with the professor, e.g.

RESEARCH PAPER GUIDELINES
Typed and double-spaced
Six-eight pages in Spanish, approximately 1800-2400 words
<u>ANYTHING NOT IN LATEST MLA HANDBOOK FORMAT IS UNACCEPTABLE.</u> Use parenthetical documentation.
EDIT YOUR WORK. ANY WRITTEN WORK HANDED IN WITH MORE THAN FIVE GRAMMAR ERRORS PER PAGE IS UNACCEPTABLE.
Components:

I. Introduction.
  A. Background info about the work, author, etc., <u>ONLY</u> if it relates to the thesis (be sure to cite sources).
  B. Thesis of the paper (what question you are trying to answer or your opinion).
  C. Critical approach (how you intend to deal with the thesis of the paper).
II. Critical approach (be sure to cite sources).
  A. Which approach.
  B. How it works.
  C. How it is applied.
III. Application of approach: Cite the primary source and at least 3 secondary ones (books and journal articles) in the paper.
IV. Discussion of application of approach.
  A. Interpretation of findings.

B. Conclusions in view of findings.
V. Summary/conclusions of critics.
VI. Bibliography: List the primary source and at least l0 secondary sources at least one book and at least 5 articles, not necessarily present in Doherty--about your author/primary work/critical approach

Note that these components do not in any way indicate the number of pages which should be devoted to each or how they are combined.

It is possible to obtain prior permission from the professor to combine this project with that of SPAN 4331A/MLSPA 6331 for students enrolled concurrently in both classes. The base requirements are that the topic be of Hispanic American literary interest and that the paper be eight-to-ten pages (2400-3000 words). Please consult with the professor within the first two weeks of class if you are interested in doing this.

OR

200=descriptive paper on 10 reality-based learning experiences and presentation to class
You will participate in 10 pre-approved service/internships/volunteer learning experiences or pre-approved series of 10 visits to institutions (museums like MFAH, Menil Collection, CMA, etc.)

DESCRIPTIVE PAPER GUIDELINES
Typed and double-spaced
Six-eight pages in Spanish?approximately 1800-2400 words
ANYTHING NOT IN LATEST MLA HANDBOOK FORMAT IS UNACCEPTABLE. Use parenthetical documentation.
EDIT YOUR WORK. ANY WRITTEN WORK HANDED IN WITH MORE THAN FIVE GRAMMAR ERRORS PER PAGE IS UNACCEPTABLE.
Components
I. Introduction.
A. Background info about, history of the agency, institution (why it exists, etc.)
B. Purpose of your experiences (what you intended to observe, prove, etc.)
C. Relation of the agency/institution and your experiences to gender/ethnic issues
II. Description of your experiences
A. Chronology and content of your experiences
B. Interpretation of your experiences based on issues.
III. Conclusions about gender/ethnicity based on your experiences
IV. Your supervisor’s observations about your experience or an agency/institutional representative observations about at least one of your experiences

Note that these components do not in any way indicate the number of pages which should be devoted to each or how they are combined.