

**University of Waterloo**  
**Department of Spanish and Latin American Studies**  
**SPAN 301 A – Spanish in Context 1**  
**Fall 2018**  
**Monday & Wednesday 11:30 AM-12:50 PM, Modern Languages 246**

**Instructor:** Annik Bilodeau

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**Office Hours:** Monday and Wednesday, 1.00-2.00PM, or by appointment

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**Questions:** I will answer questions asked by email within two working days. Students are encouraged to communicate concerns and questions regularly with the professor through email and/or personally during office hours.

### **Course Description**

This course further promotes students' oral and written abilities, as well as their critical understanding of the history and culture of the Spanish-speaking regions. Course components include: written and oral/aural practice of Spanish through oral reports, class discussions and debates on assigned topics, short literary works, and films. It offers a review of some of the most challenging grammatical structures with the aim of achieving greater accuracy.

### **Methodology**

This course will also be conducted entirely in Spanish through oral, writing and listening comprehension exercises in LEC and LAB classes. The content and activities covered are meant to be relevant to real-life situations. Students are encouraged to share their own experiences and knowledge. This is a highly interactive course and, therefore, students are expected to work individually and in groups. Punctuality, attendance and participation are expected. Performance will also be assessed through compositions, discussions, and a final project chosen by students according to their interests and strengths.

### **Course Goals and Learning Outcomes**

Upon completion of this course, students will

- Gain greater fluency and accuracy in oral and written communications in Spanish;
- Improve their listening comprehension skills;
- Expand their knowledge of specific advanced grammatical concepts;
- Increase their vocabulary for academic and everyday usage;
- Obtain a critical understanding of certain areas of the history and culture of the Hispanic world.

### **Required Text**

*En gramática B2*. Editorial Anaya. All texts and movies will be available on Learn or put in reserve at Dana Porter Library. The reading questions and review documents will be available on Learn.

## Course Requirements and Assessment

### Participation (26%)

There are four components to this part of the evaluation:

- (1) **General participation (5%)** in every class through the **completion of online homework and assigned readings**. We all have something to say about class topics. Say it! Participate! Earn your marks! 5% / 20 classes = 0,25/class
- (2) **Group participation through *En las noticias* (6%)**, an activity directed by a group of students on a current event relevant to the Spanish-speaking world. Students are encouraged to check [newspapers](#) for ideas on current national, regional and transnational affairs related to the topics covered in class. Groups will be formed, and debate dates assigned during the first week of classes. Students are expected to present on the date that has been assigned to them, unless a documented excuse for legal or medical reasons is presented.
- (3) **Specific participation leading a class discussion (10%)**, for which every student must prepare an assigned reading, present a summary and a personal perspective to the class, answer related questions, and direct a discussion to promote conversation. The presentation should be 10-15 minutes long, maximum 20 minutes. Dates for individual presentations will be decided during the first week of classes in consultation with students. Students are expected to present on the date that has been assigned to them, unless a documented excuse for legal or medical reasons is presented.
- (4) **Learning logs (5%)**: During the semester, you'll keep an open-ended journal of the course in which you will explore your responses to the material presented in lectures as well as class discussion of it. The purpose of this journal is not to improve your writing skills (at least not directly) but to stimulate thinking about issues, questions, and problems raised by your study of Hispanic cultural artefacts. For the most part you will be rewarded for the process of thinking, rather than for the end product you produce. The kind of writing you will be doing is called "exploratory" or "expressive" writing – that is, writing that lets you "think out loud on paper" without having to worry whether your writing is effective for readers. Therefore, features of formal writing such as organization, correct sentence structure, neatness, and spelling will not matter in your journal. For writing entries, you will use a technique commonly referred to as free writing – which means writing nonstop for a set period of time. In this course you will write weekly for 15 minutes, about 150-200 words. You can choose to summarize lectures, to explain why an aspect of the text/concept is difficult to understand, to disagree with a point made by someone in class, to raise questions, to apply some aspect of the course to personal experience, to make connections between different strands of the course, etc. The learning logs will be on Google drive, and be evaluated holistically.

As the class is for you to practice **speaking and listening Spanish**, among other abilities, you must be in class to earn this part of the evaluation. No single participation counts more than once; there are no make-up activities. Astral projection or distance participation is not allowed.

## **Compositions (2 x 10% = 20%)**

There will be two 500 words take-home compositions (no longer than two pages, one inch margins all around, double space, Times News Roman 12 pt.), to be submitted at the beginning of class. Composition topics will be practiced in class, and may be related to class discussions and important language concepts. Students will receive instructions no less than seven (07) days prior to handing in their compositions. Important dates related to this evaluation component are indicated in the Course Program, and will be announced in class. **Students must submit their compositions on October 17 and November 14,** respectively, unless a documented excuse for legal or medical reasons is presented. A penalty of 5%/day will be deducted for late work, and after 5 days the work will not be accepted.

**Pre-correction** will be available for both compositions. Students who wish to take advantage of the pre-correction are expected to submit their draft no less than seven (07) days prior to handing in their compositions. **Students must submit their compositions for pre-correction on October 5 and November 7,** respectively.

**Redux:** Compositions that receive 75% or less in the first version must be rewritten in order to improve the mark by averaging the marks received in both versions. **Students must submit their compositions redux on October 31 and December 3,** respectively.

**Tests (3 x 7% = 21%):** There will be a test at the end of each lesson/month. Every test will have the same format with the following sections: listening comprehension, reading comprehension, and grammar. The best preparation is to do homework, participate in class, and attend conversation labs. Students are expected to write the tests as scheduled **(October 3, November 5, December 3, respectively),** unless a documented excuse for legal or medical reasons is presented.

**Conversation Lab (10%):** In addition to LEC classes, students will have a conversation hour every week, starting on the second week of classes. This is an integral component of the course as students will have more opportunities to practice their Spanish through oral expression and listening comprehension activities. Students will also receive help in the preparation of other evaluation components such as directing discussions, compositions, test practicing, and/or final project. Attendance rules for LEC classes also apply to Conversation Lab classes.

The grade is calculated as follows: 1) There are 11 conversation labs / 4 % = 0,36% per attendance. Make sure to sign the attendance sheet; it's the only proof of your attendance! 2) Participation is graded holistically—If the student is present, participates, asks questions, appears to be engaged, etc... he/she gets a good participation mark. Please note that the attendance mark (4%) and the participation mark (8%) go hand in hand. If you miss more than 5 conversation lab out of 11, your participation mark will not be higher than 4/8.

**Final Project (25%):** This evaluation component takes into account the fact that every person learns in different ways, and is stronger in some areas, and not so strong in others. Therefore, every person can show his/her academic progress in diverse manners. Students will choose a final project based on their interests and strengths. Final projects can be selected from the following:

- An academic paper on a topic related to the Hispanic world.
- A creative piece (short story, poetry) related to one of the three major themes covered during the term.

Instructions for each modality will be available in LEARN as of the first week of classes. Students will choose final project modality by the third week of classes; this will allow for at least eight weeks to complete final projects. Final projects will be uploaded to LEARN dropboxes during the final week of classes.

A penalty of 5%/day will be deduced for late work, and after 5 days the work will not be accepted.

## **Attendance Policy**

Students are expected to come to class on time, and participate in every individual and group activity. As we all have to work together, discrimination and harassment of any kind will not be tolerated. Punctuality is expected as late comers interrupt classes and usually take time to integrate to activities. Three late arrivals will constitute one absence. Working on non-course-related activities is considered an absence. Any absence equals less participation.

## **Late Work**

No late work will be accepted, unless a documented excuse for legal or medical reasons is presented. Students are responsible for their own Internet connection in order to download and upload ON TIME the required homework and assessments from/to content and/or dropboxes in LEARN. Assignments must follow the required formats published in this syllabus and in LEARN.

## **Information on Plagiarism and Academic Offences**

Students are expected to present their own work for any evaluation component, especially for written assignments. Any assignment and homework done in and out of class is subject to scrutiny for plagiarism by the instructor. Cheating is an unacceptable practice. Students must avoid committing this type of academic offence during evaluations. See below for information on, and ways to avoid, Academic Offences. Once again, discrimination and harassment of any kind will not be tolerated.

## **Electronic Device Policy**

Students are allowed to use electronic devices only for course-related activities (e.g. accessing the *Supersite*, online dictionaries, websites relevant to in-class work, online newspapers). It is apparent when a student is constantly accessing social media or working on assignments for other courses. Please, refrain from doing this as anyone doing something other than class work in his/her electronic devices will be deemed absent and not participating. All electronic devices are subject to scrutiny at the discretion of the instructor.

## **Institutional-required statements for undergraduate course outlines approved by Senate Undergraduate Council, April 14, 2009**

### **Academic Integrity**

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity Webpage \(https://uwaterloo.ca/academic-integrity/\)](https://uwaterloo.ca/academic-integrity/) and the [Arts Academic Integrity Office Webpage \(http://arts.uwaterloo.ca/current-undergraduates/academic-responsibility\)](http://arts.uwaterloo.ca/current-undergraduates/academic-responsibility) for more information.

### **Grievance**

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70, Student Petitions and Grievances, Section 4 \(https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70\)](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70). When in doubt please be certain to contact the department's administrative assistant who will provide further assistance.

## **Discipline**

A student is expected to know what constitutes academic integrity to avoid committing academic offenses and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the undergraduate associate dean. For information on categories of offenses and types of penalties, students should refer to [Policy 71, Student Discipline \(http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm\)](http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm). For typical penalties check [Guidelines for the Assessment of Penalties \(http://www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm\)](http://www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm).

## **Appeals**

A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72, Student Appeals \(http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm\)](http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm).

## **Note for Students with Disabilities**

The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.

## **The Writing Centre**

The Writing Centre works across all faculties to help students clarify their ideas, develop their voices, and write in the style appropriate to their disciplines. Writing Centre staff offer one-on-one support in planning assignments and presentations, using and documenting research, organizing and structuring papers, and revising for clarity and coherence. You can make multiple appointments throughout the term, or drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit [www.uwaterloo.ca/writing-centre](http://www.uwaterloo.ca/writing-centre) . Group appointments for team-based projects, presentations, and papers are also available. Please note that writing specialists guide you to see your work as readers would. They can teach you revising skills and strategies, but will not proof-read or edit for you. Please bring hard copies of your assignment instructions and any notes or drafts to your appointment.