Department of Spanish and Portuguese
Spanish Language and Culture through Art

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Office hours:

I.- Course Description: An advanced course in Spanish integrating culture and language, with emphasis on developing proficiency in oral and written discourse. Through the exploration of five art themes relevant to Spanish speaking countries, the course will target functional abilities such as presentational and sociocultural appropriate language in formal, informal, academic, and professional contexts.

The course content will focus on projects which will introduce a wide variety of texts: readings, visual art, podcast, music, videos. The course will require 40 minutes per week (outside of class time) for remote exchanges with students from Pontificia Universidad Católica del Perú.

II.- Course objectives: The goal of this course is to assist you in achieving the American Council of Teaching of Foreign Languages (ACTFL) Advanced Low level[1].

After successful completion of this course, students will be able to…

- Understand the main message and supporting details on a wide variety of familiar and general topics across various time frames from complex, organized texts that are spoken, written, or signed in Spanish.
- Maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics using series of connected sentences and probing questions in Spanish.
- Deliver detailed and organized presentations with supportive evidence on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames.
- Converse comfortably with others from the target culture in familiar and some unfamiliar situations; show understanding of cultural differences and demonstrate awareness of subtle differences among cultural behaviors.
- Use a strong skill foundation, language and attitudes required for further study, work, and leisure.

Assessment objectives: students will be expected to:

- Understand and respond to texts written or created in Spanish, drawn from a variety of sources.
- Employ Spanish accurately in spoken and written forms, choosing appropriate examples of lexis and structures.
- Extract information and present it in Spanish
- Construct arguments and ideas logically (clear, coherent, cohesive)

III.- Course Materials:

- Ebook
- Novela "Como agua para chocolate", Laura Esquivel

[1] https://www.actfl.org/sites/default/files/guidelines/ACTFLProficiencyGuidelines2012.pdf

- Diccionario de la Lengua Española: https://dle.rae.es
- English-Spanish dictionary: http://www.wordreference.com/
- All other materials for the course will be available on Canvas unless otherwise advised.

IV.- Course Policies: Students enrolling in this course are expected to have completed Spanish L4 or its equivalent via the Spanish Department Placement Exam, AP or IB 7. **Self-placement in Spanish is not allowed and students who do so will receive NO CREDIT for the class.** If you are uncertain about your placement level, please consult with your instructor.

V. Attendance: Students are expected to attend all classes on time. Three (3) cases of tardiness in excess of ten minutes or early departures will count as one absence. Any student who accumulates more than three (3) unexcused absences will have the final course grade lowered by 1% point per absence following the third. The instructor reserves the right to request 'cut restriction' if absences become a learning problem.

VI. Course Work and Grading:

Preparation and Participation	15%
Conversation partner	5%
Homework (online assignments)	15%
2 Essays (in class, 500-700 words)	20%
2 Quizzes (grammar and vocabulary)	5%
Projects	40%

Preparation and participation: Students are expected to prepare for, and to contribute to, class discussions. Participation provides the opportunity to practice speaking, listening and understanding, and persuasive skills. Students are encouraged to present, explain, and defend either their own views or views they think might engage their classmates. Students are expected to always use Spanish structures and vocabulary appropriate to the L5 level. Participation and preparation aim to promote proficiency continuum practice in a learning environment where students can experiment, interact, investigate, and produce spontaneous or organized presentations on familiar and unfamiliar topics.

Conversation partner: Students will interact weekly during 40-minute conversations with students from Pontificia Universidad Católica del Perú. Students will discuss topics relevant to the course and will receive guidance and advice for interactions. Students will record or write a brief reflection of each interaction. This opportunity aims to promote intercultural competence by allowing students to converse comfortably with a partner from the target culture and to adjust their behavior accordingly in familiar and some unfamiliar situations showing understanding of cultural differences.

Homework: Students will complete online grammar and vocabulary exercises once a week. Students will watch videos, read fiction and non-fiction passages, and will complete reading comprehension assignments and projects. The homework aims to promote communication, interpersonal and presentational skills: understanding, interpreting, inferring, providing supporting details from a variety of texts. It also aims to reinforce grammar structures and vocabulary enrichment to maintain spontaneous spoken, written, or signed conversations and discussions in across familiar and unfamiliar topics.

Essays: Students will write two essays (500-700 words) based on readings and class discussions. Essays aim to assess communicational skills such as narrating, informing, describing, explaining ideas, giving

preferences, opinions, and persuasive arguments to promote confidence and accuracy delivering detailed and organized written presentations.

Quizzes: Students will take two exams based on grammar, vocabulary, and reading comprehension. Quizzes aim to assess the level of control of major grammar structures and use of vocabulary to promote mastery maintaining spontaneous spoken, written, or signed conversations and discussions.

Projects: Students will collaborate in choosing and researching topics related to the five themes studied during the course. Projects will be closely related to interaction with the Spanish Community at Yale. Students will analyze the content, structure, and language by peer-editing each other's projects. Finally, students will display and present their projects. Projects aim to introduce, develop, solidify, and expand all the course objectives.

VII. Accessibility Statement

I am committed to creating a course that is inclusive in its design. If you encounter barriers, please let me know immediately so that we can determine if there is a design adjustment that can be made or if an accommodation might be needed to overcome the limitations of the design. I am always open to consider creative solutions as long as they do not compromise the intent of the assessment or learning activity. You are also welcome to contact Student Accessibility Services to begin this conversation or to establish accommodations for this or other courses. I welcome feedback that will assist me in improving the usability and experience for all students.

VIII. Academic Integrity: Students are expected to adhere to the rules regarding academic integrity as outlined by Yale College http://catalog.yale.edu/undergraduate-regulations/regulations/academic-dishonesty/. Please refer to http://ctl.yale.edu/writing/using-sources/understanding-and-avoiding-plagiarism for details.

IX. Language tutors. Free tutors of Spanish are available through the Center for Language Study: https://cls.yale.edu/programs/language-tutoring

X. Emergencies: In the event of an emergency, students should contact the instructor as soon as possible.

XI. Calendario

TEMA 1 El arte culinario Alimentación y economía: los impactos de la globalización/Cortometraje Vocabulario 1: Alimentación, economía Gramática 1: Ser /estar/ haber/ acentuación/ concordancia Escritura 1: La descripción - reseña crítica		
Semana 1		
Fecha	**Trabajo en clase**	**Preparación para la próxima clase**
	Presentación	
	Repaso Gramatical	Tarea Gramática Tarea vocabulario
Semana 2		
	Vocabulario	Comprensión
	Cortometraje	Comprensión
Semana 3		

	Lectura	
	Conversación: el debate	Leer “La descripción”
	Proyecto: Descripción	Terminar Proyecto Tarea vocabulario
TEMA 2 Música e identidad: marginación y apropiación/Podcast Vocabulario 2: Música e historia Gramática 2: tiempos en pasado/ expresiones transicionales Escritura 2: La narración		
Semana 4		
Fecha	Trabajo en clase	Preparación para la próxima clase
	Vocabulario	Comprensión
	Podcast	
	Repaso gramatical	Tarea Gramática Lectura
Semana 5		
	Conversación: la entrevista	Leer “la narración”
	Proyecto: La narración	
	Ensayo 1	Terminar proyecto Tarea vocabulario
TEMA 3 Arte visual y posmodernidad: violencia, trauma /YUAG Vocabulario 3: Arte y sociedad Gramática 3: Subjuntivo y cláusulas subordinadas Escritura 3: La opinión - Reseña artística		
Semana 6		
Fecha	Trabajo en clase	Preparación para la próxima clase
	Vocabulario	
	YUAG	
	Repaso gramatical	Tarea Gramática Lectura
Semana 7		
	Conversación: la conferencia	Leer “la reseña artística”
	La reseña artística	
	Prueba 1	
Semana 8		
	Proyecto: La reseña artística	Terminar proyecto Tarea vocabulario
TEMA 4 - Literatura y sociedad: Novela “Como agua para chocolate” Vocabulario 4: Literatura Gramática 4: cláusulas con si Escritura 4: La escritura creativa		
Semana 9		
Fecha	Trabajo en clase	Preparación para la próxima clase
	Introducción - Vocabulario	Comprensión
	Cap. 1-2	
	Repaso gramatical	Tarea Gramática Comprensión
Semana 10		

	Cap. 3-4	
	Conversación	
	Cap. 5-6	Comprensión
Semana 11		
	Cap. 7-8	Comprensión
	Cap. 9-10	
	Prueba 2	Comprensión
Semana 12		
	Cap. 11-12	
	Ensayo 2	
	Proyecto: La escritura creativa	Terminar proyecto Tarea vocabulario
Receso de Acción de Gracias		
TEMA 5 El arte popular Política, comunicación y poder: nuevos retos para la democracia/Película "No" Vocabulario 5: Política Gramática 5: El discurso indirecto Escritura 5: La argumentación		
Semana 13		
Fecha	Trabajo en clase	Preparación para la próxima clase
	Vocabulario	Comprensión
	Película "No"	
	Repaso gramatical	Tarea Gramática Lectura
Semana 14		
	Conversación: el debate	Leer "la argumentación"
	Proyecto: La argumentación	Terminar proyecto
	Presentaciones proyectos	