

SPA 312 ADVANCED SPANISH  
CALENDARIO – VERANO 2021  
(sesión III Mayo 24-Julio 30- 10 semanas asíncrono)

**Professor:** **Dr. Silvia Pisabarro Sarrió**

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**Zoom (for office hours):** **<https://uri-edu.zoom.us/my/spisabarro>**

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**Office Hours:** **TTH by appointment**

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**Class Days/Time:** **This course is asynchronous**

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**Prerequisite:** **SPA 206 or SPA 210**

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### Objectives

Through this course students will increase the quantity and quality of the Spanish that they are capable of producing and understanding, particularly in the main functions and tasks associated with ACTFL's **advanced level** ([www.actfl.org](http://www.actfl.org)) and with the B2 and C1 levels of the Common European Framework of Reference for Languages (<https://www.coe.int/en/web/common-european-framework-reference-languages/>).

We will focus especially on:

- narration and description manipulating **multiple time frames**,
- **paragraph**-length and paragraph-like discourse
- expression and defense of **hypotheses and opinions**,
- participation in debates, and
- graceful management of situations in which differences of opinion arise.

In addition, by the end of the course, students will also be able to:

- communicate (orally and in writing) comfortably about a variety of cultural and intercultural topics and issues,
- describe and document their own progress in their command of Spanish,
- demonstrate measurable improvement in their proficiency in Spanish in all four skills (speaking, listening, reading and writing) and progress toward the Advanced level (according to ACTFL),
- demonstrate acquisition of diverse cultural knowledge and development of inter-cultural competence,

- demonstrate skills in the analysis of a variety of different cultural products and practices, and
- demonstrate skills in understanding different cultural perspectives.

### **Skills**

Over the course of the semester some of the most important skills that you already possess that we will focus attention on developing further include:

- *Accurately using specialized terminology*  
When discussing past times, food, art, or global issues, it is possible to do so using colloquial language, however the depth and specificity of our discussions will provide you with numerous opportunities to practice using more specialized terms that will allow you to express far more about the topics under consideration.
- *Conducting research, reading critically, and giving credit where credit is due*  
You already know how to find information; without a doubt you do hundreds if not thousands of Google searches in a given week. You also know that the Internet is chock full of unreliable information. You also know how to tell the truth. We will use those skills and refine them in order to make you feel comfortable using a wider variety of research tools, using those tools effectively in order to discern the quality of different sources, and presenting and citing information and ideas with honesty and integrity.
- *Writing effectively*  
We will work on making you feel more comfortable synthesizing information and combining original ideas into cohesive and interesting written texts in a variety of formats (creative, expository, journalistic, etc.) that are easy to follow.

### **Other important goals**

- *Curiosity*: interest in cultural topics, motivation to continue learning beyond the confines of the course, make connections to other courses and other parts of your life
- *Global citizenry*: communicate in a language other than English, understanding and respect for other cultural and social perspectives, awareness about global issues
- *Openness and respect*: new ideas, ideas that differ from your own, diversity issues
- *Social skills*: relate to other humans who are not exactly like you, effective team and group work, value different roles within a team, leadership
- *Autonomy*: think for yourself, work independently, know yourself as a learner, take initiative
- *Critical thinking*: question your own and others' assumptions, evaluate sources of information, compare and contrast ideas, evaluate arguments and conclusions

### **Texts (used in class but NO need to purchase)**

#### Textbook

- Sarralde & López. *Vitamina C1: Curso de español nivel superior*. SGEL, 2016

#### Novels

- Sierra i Fabra. *El asesinato de la profesora de lengua*. Anaya, 2007

## Coursework and weight toward the final grade

Written Projects (4)	25%
Oral projects (4)	25%
Book comprehension quizzes (2) and book summary	10%
Listening tests (2)	10%
Discussion posts (8)	10%
Weekly worksheets/activities (9)	15%

**Cada semana (Brightspace) contiene un documento de Word con actividades e instrucciones específicas para completarlas. Consistirá en videos, lecturas, discusiones, actividades y proyectos.**

**Las discusiones se entregarán en Discussions en Brightspace y los proyectos se entregarán en Assignments en Brightspace.**

**Las demás actividades de cada Worksheet se completarán en el mismo documento de Word y se entregarán en Assignments en Brightspace.**

**Los estudiantes podrán trabajar en la tarea durante toda la semana (empezando el lunes de cada semana) y el último día para entregar todas las partes de la tarea de esa semana (worksheets, discussions, projects...) será los viernes antes de las 5pm (EST).**

## ACADEMIC INTEGRITY

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- The Language Department fully supports all university policies and procedures regarding academic misconduct (cheating, fabrication, plagiarism, interference, violation of course rules and facilitating academic dishonesty) For more information, please refer to URI's Student Handbook, in particular Section 1.4 <http://www.uri.edu/judicial/ch1.html> **The work you do in the course is not collaborative**, therefore, copying **another student's homework, using online translation programs, or getting unauthorized help from any other individual(s) are considered acts of cheating and are subject to academic misconduct procedures.** In addition, students should not present someone else's work as their own. Paraphrasing words, ideas or opinions, whether oral or written, is considered plagiarism. When completing **on-line homework**, you are to do so individually, i.e., without the assistance of another person or persons. Undue assistance received from classmates, peers, or tutors and **the use of on-line translators** to complete homework will be considered a violation of the academic code of conduct.

The following are examples of **Academic Dishonesty**:

- Using material, directly or paraphrasing, from published sources (print or electronic) without appropriate citation
- Claiming disproportionate credit for work not done independently
- Unauthorized possession or access to exams
- Unauthorized communication during exams
- Unauthorized use of another's work or preparing work for another student
- Taking an exam for another student
- Altering or attempting to alter grades
- The use of notes or electronic devices to gain an unauthorized advantage during exams
- Fabricating or falsifying facts, data or references

- Facilitating or aiding another's academic dishonesty
- Submitting the same paper for more than one course without prior approval from the instructors.
- **Using online translation programs.**
- In addition, any alteration, copying or misuse of on-line materials in **the course online platform** will be considered a violation of the academic code of conduct.

## **STUDENT SUPPORT AND SUCCESS**

### ***Anti-Bias Syllabus Statement***

We respect the rights and dignity of each individual and group. We reject prejudice and intolerance, and we work to understand differences. We believe that equity and inclusion are critical components for campus community members to thrive. If you are a target or a witness of a bias incident, you are encouraged to submit a report to the URI Bias Response Team at [www.uri.edu/brt](http://www.uri.edu/brt). There you will also find people and resources to help.

### ***Disability Services for Students Statement***

Section 504 of the Rehabilitation act of 1973 and the Americans with Disabilities Act of 1990 require the University of Rhode Island to provide academic adjustments or the accommodations for students with documented disabilities. The student with a disability shall be responsible for self-identification to the Disability Services for Students in the Office of Student Life, providing appropriate documentation of disability, requesting accommodation in a timely manner, and follow-through regarding accommodations requested. It is the student's responsibility to make arrangements for any special needs and the instructor's responsibility to accommodate them with the assistance of the Office of Disability Services for Students.

Any student with a documented disability is welcome to contact me as early in the semester as possible so that we may arrange reasonable accommodations. As part of this process, please be in touch with Disability Services for Students Office. (<http://www.uri.edu/disability/dss/>)

### ***Academic Enhancement Center (for undergraduate courses)***

Located in Roosevelt Hall, the AEC offers free face to face and web-based services to undergraduate students seeking academic support. Peer tutoring is available for STEM-related courses through drop-in centers and small group tutoring. The Writing Center offers peer tutoring focused on supporting undergraduate writers at any stage of a writing assignment. The UCS160 course and academic skills consultations offer students strategies and activities aimed at improving their studying and test-taking skills. Complete details about each of these programs, up-to-date schedules, contact information and self-service study resources are all available on the AEC website, [web.uri.edu/aec](http://web.uri.edu/aec).

## **IN CASE OF ILLNESS**

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### **COVID-19 STATEMENT**

The University is committed to delivering its educational mission while protecting the health and safety of our students. At this uncertain time, those concerns include minimizing the potential spread of COVID-19 within our community. While the university has worked this summer to create a healthy learning environment for all, it is up to all of us to ensure our campus stays that way.

As members of the URI community, students are required to comply with standards of conduct and take precautions to keep themselves and others safe. Students are required to comply with Rhode Island state laws, including the Rhode Island Executive Orders related to health and safety, ordinances, regulations, and guidance adopted by the University as it relates to public health crises, such as COVID-19.

[An addendum on policies and guidelines concerning your obligations](#) during this crisis has recently been integrated into the Student Handbook. These obligations include:

- Wearing of face masks by all community members when on a URI campus in the presence of others
- Maintaining physical distancing of at least six feet at all times
- Following state rules on the number of individuals allowed in a group gathering
- Completing a [daily health self-assessment](#) also available through the [Rhody Connect](#) app before coming to campus
- Submitting to COVID-19 testing as the University monitors the health of our community
- Following the University's quarantine and isolation requirements

**If you answer yes to any of the questions on the daily health assessment, do not come to class. YOU MUST STAY HOME/IN YOUR ROOM and notify URI Health Services via phone at 401-874-2246 immediately.**

**If you are already on campus and start to feel ill**, you need to remove yourself from the public and notify URI Health Services via phone immediately at 401-874-2246 and go home/back to your room and self-isolate while you await direction from Health Services.

If you are unable to attend class, please notify me via email. We will work together to ensure that course instruction and work is completed for the semester.

#### ILLNESS DUE TO FLU

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If any of us develop flu-like symptoms, we are being advised to stay home until the fever has subsided for 24 hours. So, if you exhibit such symptoms, please do not come to class. Notify me via email of your status, and we will communicate through the medium we have established for the class. We will work together to ensure that course instruction and work is completed for the semester.

The Centers for Disease Control and Prevention have posted simple methods to avoid transmission of illness. These include: covering your mouth and nose with tissue when coughing or sneezing; frequent washing or sanitizing your hands; avoiding touching your eyes, nose, and mouth; and staying home when you are sick. For more information please view [www.cdc.gov/flu](http://www.cdc.gov/flu) or [flu.gov](http://flu.gov). URI Health Services web page, [www.health.uri.edu](http://www.health.uri.edu), will carry advice and local updates.

### **CALENDARIO**

**(sesión III Mayo 24-Julio 30- 10 semanas)**

\*\*\*Este calendario puede sufrir modificaciones dependiendo de las necesidades de la clase.

#### **Semana 1: intro: personalidad y herencia o entorno (24-28 de mayo)**

Ver video de presentación del curso en Brightspace > START HERE

- *Worksheet # 1*

Vitamina C1, tema 1: tomar test de personalidad p.8.

Vitamina C1, tema 1: Herencia o entorno. Gemelos, Lectura p. 11 + act 2 p. 10

- *Discusión # 1*

personalidad (indicar foto y número de descripción y comentar si estás de acuerdo con los resultados del test que tomaste en el Worksheet 1)

- *Proyecto escrito #1*  
¿Cómo eres?

### **Semana 2: 7 mil millones de otros (31 de mayo-4 de junio)**

- *Worksheet # 2*  
Ver video 7 millones de otros  
Leer 7 millones de otros p. 14  
Comentar video y lectura act 1b, 2, 3 p. 14

- *Discusión # 2*  
7 mil millones de otros

- *Proyecto oral #1*  
La entrevista

### **Semana 3: identidad nacional (7-11 de junio)**

- *Worksheet # 3*  
Leer Orgullo latino  
La identidad nacional: comentar lectura y video  
Definición de identidad y preguntas

- *Discusión # 3*  
La identidad

- *Proyecto oral #2*  
Mi identidad

### **Semana 4: Lenguas indígenas (14 – 18 de junio)**

- *Worksheet # 4*  
Ver video Mestizaje  
Leer lectura lenguas indígenas  
audio guaraní (usar como listening # 1?)  
lenguas indígenas: comentar video, lectura, audio

- *Proyecto escrito # 2*  
Lenguas y culturas indígenas

- *Test de comprensión auditiva # 1*

### **Semana 5: educación (1) (21-25 de junio)**

- *Worksheet # 5*

Leer la educación prohibida p. 62-63

Actividades

- *Discusión # 4*

La educación

Novela “El asesinato de la profesora de lengua”.

- *Actividades de la novela*

Leer Asesinato capítulos 1-9 (hasta la página 67)

Hacer resumen (2-3 líneas max.) de cada capítulo y lista de personajes (entregar al final de la semana 6)

- *Test de lectura parte 1* (open book)

### **Semana 6: educación (2) (28 de junio-2 de julio)**

- *Actividades de la novela*

Acabar de leer el libro Asesinato

Hacer resumen (2-3 líneas max.) de cada capítulo

- *Test de lectura parte 2* (open book)

- *Proyecto escrito # 3*

Reseña del libro

- *Entregar resumen de libro y lista de personajes*

### **Semana 7: profesiones raras (5-9 de julio)**

- *Worksheet # 6*

Vitamina C1, tema 3: Profesiones raras

Preguntas de opinión

Comentario lectura p.30

- *Discusión # 5*

Profesiones

- *Proyecto oral # 3*

video de presentación personal para trabajo

### **Semana 8: Tecnología (12-16 de julio)**

- *Worksheet # 7*

Lectura sobre adicción a las tecnologías  
Actividades sobre lectura y preguntas de opinión  
Lectura infoxicación  
Audio Fobias del siglo XXI  
Vitamina C1, tema 12: Siglo XXI  
Comentario y preguntas de opinión sobre la lectura  
Definiciones sobre fobias (audio)

- *Discusión # 6*  
tecnología

- *Proyecto escrito # 4*  
panfleto tecnología

### **Semana 9: naturaleza y medio ambiente (19-23 de julio)**

- *Worksheet # 8*  
Ver video naturaleza  
Lectura Guerreros del medio ambiente p. 52-53

Vitamina C1, tema 5: Guerreros del medio ambiente.  
Problemas del medio ambiente  
definiciones  
Comentar Lectura p. 52-53

- *Discusión # 7*  
naturaleza

- *Proyecto oral # 4*  
propuesta medio ambiente

### **Semana 10: bienestar y salud mental (26-30 de julio)**

- *Worksheet # 9*  
Lectura p. 94  
Lectura p. 96 Mindfulness  
Vitamina C1, tema 9: La lucha anti envejecimiento.  
La vida saludable  
Comentario sobre Lectura p. 94 (act. 1d) y Consejos  
Vitamina C1, tema 9: La sociedad del cansancio  
Mindfulness, p. 96  
Actividades 1b, 1c, y preguntas de opinión

- *Discusión # 8*  
Bienestar



- *Test de comprensión auditiva # 2* (en Brightspace hasta 11.59pm)