

## COURSE SYLLABUS

Fall 2014

Span 152, Civilization and Culture of Spain, 3 units

Th 5:30-8:20 MRP 2005 (Section 1, Course Call #81418)

Prof. María Mayberry

Office Hours: **M 4-5 pm; T 1-2:30 pm; Th 4:30-5 pm**

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### Texts:

1. *España y su civilización* by Michael Ugarte and Kathleen McNerney, 6<sup>th</sup> ed. (2009)
2. Dictionary

Catalog Description: Reading and discussion of the history, geography, anthropology, sociology, political science, economics, folklore, music, art, and the dance as these areas relate to Modern Spain. Prerequisite: SPAN 002B or equivalent; be qualified to take upper division or graduate Spanish courses. 3 units.

Course Description: This course will provide students with a panoramic view and brief analysis of the civilization and culture of Spain and the Spanish people from earliest times to the present. Although history will occupy a large part of this study, other perspectives from geography, political science, anthropology, economics, music, art, folklore and the dance will be presented. Special emphasis will be given to those chapters covering: 1) Spain's geography, the transition to democracy (1975 to Present) and aspects of the twentieth century (1900 to 1975); 2) Roman Spain and the Middle Ages up to 1492; and 3) the reign of Ferdinand and Isabella through the Golden Age (1469 to 1700).

Method of Instruction: This course is conducted entirely in Spanish using the following elements and techniques: lecture, discussion, videos, recordings, readings, small group activities on readings, and guest speakers.

Student Learning Objectives/Outcomes: Upon successful completion of this course students will be able to:

1. Identify:
  - a. the foundations of the civilization and culture of Spain, its geographical and historical underpinnings.
  - b. the development or evolution of Spain's history, institutions, economy, society and culture.
  - c. important periods of historical, artistic and literary development
  - d. distinctive features of style, events and great works of painting, architecture, music and literature
2. Describe and discuss:
  - a. the evolution of intellectual, cultural and technological exchange of different regions of Spain's civilization and its inner diversity.
  - b. the diffusion of ideas and culture of Spain's civilization and its impact on other countries.
3. Analyze Spain's culture and compare it with another culture, such as American culture or their own culture including:
  - a. formulating what makes artistic representations (painting architecture, music, literature) as being from the culture or from another culture (such as that of the USA).
  - b. identifying and evaluating everyday cultural traits and specificities and comparing them to similar traits in the USA or another culture.
  - c. gather evidence from other critical sources (such as books, newspapers, magazines, Internet) to support their idea, test their evidence against other available evidence and present and support their idea persuasively.

### SacCT (WebCT)

Students are expected to check SacCT on a regular basis for handouts and information regarding the class.

**Course components:**

1. Quizzes. 15% (see information below)
2. Short essay 1 on chapters 3 or 4. 20% (see pages 6 to 8 for "Essays Guidelines")
3. Short essay 2 on chapters 5 or 6. 20% (see pages 6 to 8 for "Essays Guidelines")
4. Final essay. 30% (see pages 6 to 8 for "Essays Guidelines")
5. Attendance and Participation in Discussions. 15% (see pages 9 to 11 for "Attendance and Discussions Guidelines")

**Quizzes.** There will be several quizzes based on the chapter readings, videos, and the PowerPoint lectures students watched **before** the class.

- **The deadline** for quizzes is 5 pm of the day indicated on the schedule (see *calendario provisional*). The quizzes will be available one week before the deadline.
  - You will have 20 minutes to take the quizzes in SacCT.
1. **Quiz format:** Quizzes will be mostly objective (such as multiple-choice questions and matches) to verify reading of the chapters on politics, art, music and literature of selected periods. The exams will be objective in part: true/false, multiple choice, matching, and analytical based on the discussions as well as short answers (identifications), and will focus mainly on Spanish civilization and culture content. *If you read—and pay attention to what you read—you should do fine. If you don't read, however, these quizzes (and this grading category)—as well as class discussion (participation), exams, etc., all of which rely strongly on the readings and have done the reading on time and carefully—will show that.* Occasionally, however, I might ask an open question (e.g., “define...”, “provide examples of...”, “compare”, etc.). Having this basic understanding of the material will make the discussions more productive and will help you with your essays. All quiz questions will cover material from the PowerPoint lectures, readings and videos.
  2. **No makeup quizzes** will be given because of the nature and purpose of the quizzes (to help you be ready for discussions) but one “free” quiz (missed or low score) is subtracted from the total.

Grades are kept in numerical form until the end of the course, at which time they are averaged to determine the final letter grade. Please do not expect your instructor to give you a letter grade before this time. You may, however, ask to see your numerical scores at any time.

The grading scale for exams, term paper, presentation, and participation is as follows:

93-100=A	80-82=B-	67-69=D+
90-92=A-	77-79=C+	63-66=D
87-89=B+	73-76=C	60-62=D-
83-87=B	70-72=C-	59 and below=F

Scores are rounded up or down, i.e., 82.5 will be considered an 83, but 82.25 will be an 82.

**Group Work and Scholastic Honesty**

Working with other students is an extremely effective means of studying. Not everyone in the group needs to be at the same proficiency level. Get together with other students to practice conversation or to help each other understand the material. Make sure, however, that you do not simply copy another student's work and turn it in as your own.

**Cheating will not be tolerated.** Turning in essays that you did not write, for which you had considerable direct help from someone else, or which have translated by a translation service or computer program will be considered cheating. Anyone copying from others, allowing others to copy their work, or using information fraudulently obtained will receive an F in this class and will be reported to the Student Affairs Office.

**How not to plagiarize.** Go to <http://library.csus.edu/content2.asp?pageID=353>

### **Classroom Courtesy**

Please turn off all laptops, pagers, Ipods and cellular phones while in the classroom. When your professor is talking, you and other students need to listen. When your professor provides time for pair and/or group work, you need to work with your partner or group. This is not the time to talk to your professor about matters unrelated to the assigned activity, work on other assignments or talk in a language other than Spanish: these matters must be handled after class, during office hours, or by appointment. You will be asked to leave if you engage in disruptive behavior.

### **Special needs**

Services for Students with Disabilities (SSWD) offers a wide range of support services and accommodations to students based on appropriate documentation, nature of disability, and academic need in order to ensure equal access and opportunity to pursue their educational goals. In order to initiate services, students must submit medical or professional documentation to SSWD, Lassen 1008, (916) 278-6955. See details in the SSWD webpage at <http://www.csus.edu/sswd/>.

\*\*\*\* Before course accommodations can be made, a student needs to request accommodation to SSWD and provide a letter from SSWD to the instructor.

Please discuss your accommodations needs with me during my office hours early in the semester.

Make sure to check the schedule for due dates. I recommend that you invent an **effective way to organize your homework** (e.g. binder, making copies, etc.) and **develop good study skills and habits** – Review what you learn frequently!

\*\*\*\* **Note: All dates and assignments are subject to change. I will announce the changes in class. If you miss class, your best bet for a quick response is to contact a classmate before the following class by phone or e-mail.**

**If you e-mail me, you need to allow between 24 up to 48 hours for replies. On weekends, replies may take longer.**

Information of 3 classmates to contact in case you are absent:

<b>Name</b>	<b>e-mail and/or phone #</b>

**IMPORTANTE:** Leer los capítulos y ver los videos ANTES de cada clase. Si hay vocabulario y/o terminología que no entienden, hay que buscarla en el libro, en otros libros que tengan de referencia o en el Internet.

### Calendario provisional

<b>Semana 1</b> 9/4	Introducción al curso; Preséntense; Video en clase: Proclamación de Felipe VI
	Tarea: completar un mapa de España; Ver Video <b>“Rick Steves’ The Majesty of Madrid and Highlights of Castile”</b> ; Ver Video <b>“Rick Steves’ Barcelona and Cataluña”</b> ; Leer Introducción—España y las Españas. . . (Ugarte/Introducción. p. 1-9); Para discusión: Contestar a máquina las 'Preguntas' 1, 3 y 4, p. 17
<b>Semana 2</b> 9/11	<b>Quiz 1:</b> España y las Españas... (Ugarte/p. 1-9); <b>Entregar-discusión (*)</b> Discusión de lecturas, preguntas y videos: la geografía de España
	Tarea: Ver Video <b>“Rick Steves’ Basque Country”</b> ; Ver Video <b>“Rick Steves’ Northern Spain and The Camino de Santiago”</b> ; Leer Introducción—Las Comunidades Autónomas. . . (Ugarte/ Introducción. p. 9-17) Para discusión: Contestar a máquina las 'Preguntas' 2, p. 17 y 'Temas de Investigación y Conversación': p.17 y 18 (puntos 1 y 3) y 'Conversación' (punto 2)
<b>Semana 3</b> 9/18	<b>Quiz 2:</b> Las Comunidades Autónomas... (Ugarte/9-17); <b>Entregar-discusión (*)</b> Discusión de las lecturas, preguntas y video: la geografía de España
	Tarea: Ver Video <b>“Caudillo: History of the Spanish Civil War”</b> (Library-online access) Ver Video <b>“Franco, Franco, Franco”</b> (in Spanish with English subtitles. Library-online access) Leer La política actual: del franquismo a la democracia (Ugarte/Cap. 14, p. 187-91) Para discusión: Contestar a máquina las 'Preguntas' 1, 2 y 3 p. 195 y 196 y 'Temas de Investigación y Conversación': p.195 (punto 1 y 2)
<b>Semana 4</b> 9/25	<b>Quiz 3:</b> La política actual: del franquismo a la democracia... (Ugarte/Cap. 14, p. 187-91) <b>Entreguen los mapas; Entregar-discusión (*)</b> Discusión de las lecturas, preguntas y video: la España actual: la política, la sociedad y la cultura
	Tarea: Ver Video <b>“España en Libertad”</b> (in Spanish with English subtitles. Library-online access) Leer La política actual: la Constitución de 1978... (Ugarte/Cap. 14, p. 191-95) Para discusión: Contestar a máquina las 'Preguntas' 4, 5 y 6 p. 196 y 'Temas de Investigación y Conversación': p.195 (punto 3, 4 y 5)
<b>Semana 5</b> 10/2	<b>Quiz 4:</b> La política actual: la Constitución de 1978... (Ugarte/Cap. 14, p. 191-95); <b>Entregar-discusión (*)</b> Discusión de lecturas, preguntas y videos: la España actual: la política, la sociedad y la cultura
	Tarea: Ver Video <b>“Picasso and His Time”</b> (Library-online access) Leer La política actual.... (Ugarte/Cap. 15, p. 197-205) Para discusión: Contestar a máquina las 'Preguntas' 1, 3, 4, 6 y 7 p. 205 y 'Temas de Investigación y Conversación': p.195 (puntos 1 y 3)
<b>Semana 6</b> 10/9	<b>Quiz 5:</b> La política actual.... (Ugarte/Cap. 15, p. 197-205); <b>Entregar-discusión (*)</b> ; Discusión de lecturas, preguntas y videos: la España actual: la política, la sociedad y la cultura
	Tarea: Leer La cultural del pasado a la actualidad (Ugarte/Cap. 16, p. 207-220) Busca y ve un video de: <b>Maruja Torres o Rosa Montero</b> Ver Video <b>“Pedro Almodóvar”</b> (Library-online access) Para discusión: Contestar a máquina las 'Preguntas' 1, 2, 5 y 6 p. 219; y 'Temas de Investigación y Conversación': p.220 (punto 2, 3 y 4)

<b>Semana 7</b> 10/16	<p><b>* Entregar ensayo pequeño 1. Entregar-discusión (*)</b></p> <p>Tarea: Leer España desde sus orígenes hasta la Reconquista... (Ugarte/Cap. 1, p. 23-27) Ver Video “Hispania: Un producto de Roma” (with English subtitles. Library-online access) Ver Video “The End of Rome: The Birth of Europe” (Library-online access) Para discusión: Contestar a máquina las 'Preguntas' 1, 2 y 3 p. 31 y los 'Temas de Investigación y Conversación': p.205 (1, 2)</p>
<b>Semana 8</b> 10/23	<p><b>Quiz 6.</b> España desde sus orígenes hasta la Reconquista... (Ugarte/Cap. 1, p. 23-27) <b>Entreguen bosquejo (outline) del ensayo final; Entregar-discusión (*)</b> Discusión de lecturas, preguntas y videos: la Prehistoria hasta la Edad Media (celtas, iberos, romanos, visigodos)</p> <p>Tarea: Leer Los Arabes..... (Ugarte/Cap. 1, p. 27-31) Ver Video “The Andalusian Epic: Islamic Spain” o “Muslim Spain” (Library-online access) Para discusión: Contestar a máquina las 'Preguntas' 4 y 5 y los 'Temas de Investigación...': p. 31 y 32 (punto 3)</p>
<b>Semana 9</b> 10/30	<p><b>Quiz 7.</b> Los Arabes..... (Ugarte/Cap. 1, p. 27-31); <b>Entregar-discusión (*)</b> Discusión de lecturas, preguntas y videos: Prehistoria a Edad Media (árabes y reinos cristianos)</p> <p>Leer La literatura española. . . (Ugarte/Cap. 2, p. 33-40) Leer El arte prehistórico, la arquitectura. . . (Ugarte/Cap. 3, p. 42-53) Ver Video “The Middle Ages: From Anonymity to Authorship” (Library-online access) Ver Video “El Cantar de Mío Cid” (Library-online access) Tarea: Busca un video o videos de la arquitectura española (Library-online access) Para discusión: Contestar a máquina las 'Preguntas' 2 y 3 p. 40; 1, 2, 3, 4 y 5, p. 53 los 'Temas de Investigación...': p. 40 y 41 (puntos 1 y 2) y p. 53-4 (puntos 1 y 2)</p>
<b>Semana 10</b> 11/6	<p><b>Quiz 8.</b> El arte prehistórico, la arquitectura. . . (Ugarte/Cap. 3, p. 42-53); <b>Entregar-discusión (*)</b> Discusión de lecturas, preguntas y videos: Prehistoria a Edad Media (literatura, arte prehistórico, arquitectura)</p> <p>Tarea: Música: “Las Cantigas de Santa María” de Alfonso X el Sabio Leer La España imperial de los siglos XVI y XVII (Ugarte/Cap. 4, p. 59-71) Para discusión: Contestar a máquina las 'Preguntas' 1, 2, 3 y 4 p. 71 Ver Video “Christopher Columbus: Explorer of the New World” o “Monarquía de los Reyes Católicos” (with English subtitles. Library-online access)</p>
<b>Semana 11</b> 11/13	<p><b>Quiz 9.</b> La España imperial de los siglos XVI y XVII (Ugarte/Cap. 4, p. 59-71); <b>Entregar-discusión (*)</b> Discusión de lecturas, preguntas y videos: Los RRCC; Carlos V; Felipe II; los últimos reyes Habsburgo</p> <p>Tarea: Ver Video “Carlos V: un monarca, un imperio...” (with English subtitles. Library-online access) Para discusión: Contestar a máquina los 'Temas de Investigación ...': p. 72 (puntos 1, 2 y 3)</p>
<b>Semana 12</b> 11/20	<p>Discusión de lecturas, preguntas y videos: Los RRCC; Carlos V; Felipe II; los últimos reyes Habsburgo; <b>* Entregar ensayo pequeño 2. Entregar-discusión (*)</b></p> <p>Tarea: Ver Video “Five Follies of Don Quixote” -sections TBA (Library-online access) Leer La literatura del Siglo de Oro (Ugarte/Cap. 5, p. 73-84) Leer Miguel de Cervantes (Ugarte/Cap. 6, p. 85-92) Para discusión: Contestar a máquina las 'Preguntas' 1 y 2 p. 93 Para discusión: Contestar a máquina los 'Temas de Investigación ...': p. 93-4 (punto 1)</p>
<b>Semana 13</b> 11/27	THANKSGIVING
<b>Semana 14</b> 12/4	<p>Discusión de lecturas, preguntas y videos: literatura del Siglo de Oro y Cervantes; <b>Entregar-discusión (*)</b></p> <p>Tarea: Leer Artistas y músicos del Siglo de Oro (Ugarte/Cap. 7, p. 94-103) Ver Video “El Greco: Rediscovering a Master” (Library-online access) Ver Video “Diego Velázquez” (Library-online access)</p>
<b>Semana 15</b> 12/11	Discusión de lecturas, preguntas y videos: Artistas y músicos del Siglo de Oro; <b>Entregar-discusión (*)</b>
<b>FINAL</b> 12/18	<b>Entregar Ensayo Final. 5:15-7:15 pm.</b>

\* Discusión = Respuestas a las preguntas de discusión.

### ESSAYS GUIDELINES

Students will write several **analytical/expository** essays (two short essays, and one term paper) in Spanish based on topics from textbook readings and class lectures and class discussions. All are take-home essays (double-spaced type written pages using a 12 font). For a definition of **expository essay** go to:

<https://owl.english.purdue.edu/owl/resource/685/02/> (Notice that at the end of the page they make reference to the five-paragraph essay as an example of an expository essay: an introductory paragraph; three evidentiary body paragraphs (with examples!!!!); and a conclusion.)

- All essays should include an original **thesis sentence**. For tips and examples of thesis sentences, see the site: <https://owl.english.purdue.edu/owl/resource/545/01/>
- Criteria for **grading essays**. All essays will be graded using the ““Rubric for grading Final Essay” in SacCT”. This rubric assesses the following: use of a clear and original thesis sentence; content (e.g., how original your essay is; whether you include definitions of the important terminology and examples that are relevant evidence for your thesis); organization of ideas; sentence structure and fluency; knowledge of language conventions (i.e., correct use of Spanish grammar, spelling, etc.) to communicate ideas; disciplinary conventions (e.g., APA or MLA style and sources); and vocabulary usage.
- **Due dates**. Papers are due in SacCT by 5 pm on the day marked in the calendar.
- **Critical Thinking**. As part of your learning in a BA program, you need to develop a higher level of thinking (**critical thinking**) in order to guide your decision making. Deciding what to include in your essay is part of this process; therefore, **I will only read the essays after they have been submitted for a grade**. You need to learn to distinguish what is important by limiting the information you include in your essays to the information that answers the question(s). The following are a couple of pointers to help you decide what to include in your essay:
  1. **Strengthen transitions**. It is important for your readers to see the connections between the main ideas of your paper, whether these are sections of your essay, individual paragraphs, and sometimes even between individual sentences. You can make these connections much clearer by adding *transition words* such as "therefore," (*por lo tanto*) "for example," (*por ejemplo*) "however" (*sin embargo*), which indicate the logic connecting the previous thought to the upcoming thought. You can also strengthen transitions by carefully echoing the same key words. In a complex essay, it's not a good idea to vary word choice; use the same words so that people don't get any more confused than they may already be. (More detail about transitions is on the following page: <http://papyr.com/hypertextbooks/comp1/coherent.htm> page)
  2. You will need to present an argument (thesis), logically structured, clearly expressed with minimal errors (grammatical, vocabulary, etc.), and supported by correct cultural and historical evidence. Your argument, the evidence provided to support your argument and your conclusion will depend upon your own readings, opinions, and experience.
  3. In your essay, you will need to write your thesis (your main idea) in the introductory paragraph and at least 3 ideas that support your thesis. Develop each of these ideas into the supporting paragraphs (3 to 4) of your paper. Start each supporting paragraph with a topic sentence (the particular idea from that paragraph), and develop that particular idea using evidence from your readings. The final paragraph will be a summary of the main idea, where you paraphrase your thesis. Both form (spelling, accentuation, grammar and vocabulary) and content are important. (See “Rubric for grading Final Essay” in SacCT). I will be deducting up to 7 points of 100 for not using accents, bad spelling, and incorrect use of Spanish grammar.
  4. **IMPORTANT: A formal paper avoids the use of personal statements such as “yo pienso que....” or “yo observo que...”**. To express your opinions, use the ‘se impersonal’ and avoid using the passive (e.g., ‘se observa....’ instead of ‘es observado...’) Use the active voice, when you are expressing the opinions of others (e.g., Torres observa...) following MLA or APA format for **In-text citations** as explained below.

5. **MLA or APA to format your essays.** Your essays must show mastery of the MLA or APA style (e.g., in-text citations, footnotes, bibliography, etc.), but no class time will be spent studying the styles.
  - APA Style. Visit the Online quick guide for Research and citation resources at the Purdue Online Writing Lab (POWL) <https://owl.english.purdue.edu/owl/section/2/>; click APA style on the left of this site; then, choose “Formatting and Style guide” on the left.
  - MLA Style. Visit the Online quick guide for Research and citation resources at the Purdue Online Writing Lab (POWL) <https://owl.english.purdue.edu/owl/section/2/>; click MLA style on the left of this site; then, choose “Formatting and Style guide” on the left.
  - Although, for these essays you are going to use APA style, it is important that you become familiar with the main differences of the styles (in particular APA and MLA) and the purpose to use them. For a comparison of the styles, go to the General Approach section and check the Citation Style Chart at POWL: [https://owl.english.purdue.edu/media/pdf/20110928111055\\_949.pdf](https://owl.english.purdue.edu/media/pdf/20110928111055_949.pdf)
  - Please indicate at the end of the paper: the author, title, city, publisher and date of each work consulted under “Obras de consulta” following MLA or APA style to format.
- **Short Essays.** There will be two short analytical/expository essays in Spanish no more than 2 pages (double-spaced type written using a 12 font) each. In case more than 2 pages are turned in, only the first 2 pages will be reviewed.
  1. **Essay 1** Tema político del siglo XX o del siglo XXI.
  2. **Essay 2** Tema político de la Edad Media o del Siglo de Oro.

**IMPORTANTE:** Aunque expresas tu opinión, se debe usar una manera impersonal para escribir. Por ejemplo: “Según XXXX, que enfatiza la importancia de XXXX, se observa XXXXX.” The following are some pointers to help you decide what to include in your essay:

**AUDIENCE.** Write an essay as if your audience were the readers of the school newspaper.

**CONTENT. Some ideas you may develop in your essay:** Describe, analyze and evaluate the different issues related to that political topic:

  - a. the impact of political figures;
  - b. the political, social, economical issues of the time;
  - c. the relationship between works of art, architecture, literature, etc. and their political environment;
  - d. other important personalities of that time.
  - Although you need to be brief, you need to use the terminology learned in class in order to demonstrate how well you understand these issues.
  - Because most of your sources for these short essays will be secondary sources (i.e., from Ugarte’s textbook), you do not need to include a bibliography unless you use other sources besides our textbook. If you include a bibliography, use APA or MLA style.
- **Semester Essay.** Each student will write an essay (3-4 pages, font size 12, double-spaced) **in Spanish**. The following are some pointers to help you decide what to include in your essay. In case more than 4 pages are turned in, only the first 4 pages will be reviewed.
 

**AUDIENCE.** Write an essay as if your audience were the readers of the school newspaper.

**CONTENT.** Compara, analiza y evalúa los dos temas políticos que escogiste en tus ensayos cortos.

En tu ensayo incluye la siguiente información:

  - a. Aspectos importantes y problemas.
  - b. Aspectos positivos y negativos que impactaron a España y a la sociedad española.
  - c. Evalúa la importancia de estos dos temas políticos para España y para los españoles. Recuerda dar evidencia de tus argumentos.
  - d. Explica tu opinión con respecto a la corrección de errores de este tema.
- **IMPORTANTE:** Recuerda que aunque expresas tu opinión, se debe usar una manera impersonal para escribir. Por ejemplo: “Según XXXX, que enfatiza la importancia de XXXX, se observa XXXXX.”



- **Sources:** Your paper will include a bibliography that lists a minimum of five (5) sources (besides the book) that you actually use in your paper.
- **Do not** use the lectures or the PowerPoint slides as sources for your essay.
- Refer to CSUS library research resources: <http://library.csus.edu/>
- The sequence of clicks is:
  - i. Database and Article → Foreign Languages and Literature → Foreign Languages and Literature Multisearch.
  - ii. This multisearch searches all of the top databases for Foreign Languages and Literature; but I would suggest to select both “JSTOR (All subjects)” and “Eric (EBSCO)”. Look for full-text peer-reviewed articles that you can download and print.
  - iii. You may search for topics (Alfonso X el Sabio; Diego de Velázquez, Sevilla, la democracia en España, etc.).

Resources:

1. Angeli, E., Wagner, J., Lawrick, E., Moore, K., Anderson, M., Soderlund, L., & Brizee, A. (2010, May 5). *General format*. Retrieved from <http://owl.english.purdue.edu/owl/resource/560/01/>
2. UC Davis. *Undergraduate Research Conference. How to Write an Abstract for the Undergraduate Research, Scholarship and Creative Activities Conference*. N.p., n.d. Web. 20 Mar. 2014. <http://undergraduateresearch.ucdavis.edu/urcConf/write.html>
3. Kies, D. Audience Analysis. Web. 28 August 2014. <http://papyr.com/hypertextbooks/comp1/audience.htm>
4. Kies, D. Coherence in Writing. Web. 28 August 2014. <http://papyr.com/hypertextbooks/comp1/coherent.htm>



## ATTENDANCE GUIDELINES

**Attendance and participation in discussions.** Quality of student classroom preparation and participation in (synchronous or asynchronous) discussion of assigned material.

- **Attendance policy.** \*\*\*\*\* I will follow the University Catalog regarding administrative drops, therefore, I will drop any student who, during the first two weeks of instruction, fails to attend any two class meetings (for courses that meet two or more times a week) or one class meeting (for courses that meet once a week).  
\*\*\*\*\*
- Attendance will be taken on each of the class days at the beginning of each class meeting. **I may take a second attendance during the class period.**
- Students may miss only **ONE (1)** class without affecting their attendance/participation grade. **You do not have to give any reason for them (therefore, I do not need to see any doctors' notices). Use these absences for when you are sick or for whatever reason because these are the only absences that will not affect your grade.** If you are absent more than once during the semester, one point will be deducted from your final grade starting with the 2nd absence. For example, if you miss five times, you will lose four points off your attendance & participation in discussions grade and final grade. However, **more than 5 absences will result in an automatic "WU" or "F" grade.**
- **OJO: 2 TARDIES or 2 TIMES LEAVING CLASS EARLY equal ONE ABSENCE.** If you know you cannot be on time for this class or are going to be missing more than two times, drop this class now and take it at another time/section/semester when you don't have any conflicts.
- All students are expected to arrive on time and participate actively for the entire class session. **Chronic tardiness and absences** will affect your attendance grade. Therefore, in order to get these points **you must:**
  - **avoid** excessive absences and tardiness because if you are not in class, you do not participate (see "Attendance Policy" below)
  - come to class fully prepared (see "Preparing for class" below)
  - volunteer to participate in all activities (see "Participation" below)
  - turn off your cellular, your BlackBerry, your laptop, Ipod, pager and any other device not pertinent to the class.
  - **avoid:** sleeping in class, reading the newspaper, coming late often, being distracted by your cellular, Ipod, etc.

### **IMPORTANT:**

- An "I" grade is **ONLY** assigned when the student has completed most of the requirements for this course (80% of the course components). The student must be receiving at least a "C" on all other work. An "I" **cannot be assigned** when it is necessary for the student to attend additional class meetings to complete the course requirements, when the student has not kept a regular attendance (for example, if the student has **more than 2 absences in a semester** as stated in the attendance policy below), and if the student has already been allowed to make up one assignment due to an **excused absence** (see make-up policies below).
- **Preparing for class.** You are responsible for preparing the scheduled material BEFORE coming to class (readings and/or videos). This implies careful study and preparation of all text material and/or videos, handouts and homework, including grammar explanations and corresponding exercises.

- **Make-up policy.**

**a. Make-ups.** I may give **only** one make-up per person per semester if you have an **excused absence** (see definition below) provided that attendance and participation have otherwise been regular (**more than 2 absences in a semester is not regular attendance**). After that, you will receive a zero on any other assignments that you miss.

**Excused absences.** In the event of an illness, documented emergency, etc., you will need to submit appropriate documentation of your illness and/or emergency to your instructor the next class meeting.

Please keep in mind that petitions are only approved if the assignment is missed for compelling documented reason. Also, consider that there is only one make-up per person per semester, therefore, it is wise to reserve make-ups for major assignments.

**b. LATE Homework assignments.** Any submission after the due date will be considered late. You will have the option of submitting only 1 (one) late assignments in the semester for a maximum of 8 points (of 10). You have to submit the late assignment the following class. **One-day (workweek day) late assignments will be based on 8 points as the highest possible score; two-day late assignments will be based on 7 points at the highest possible score. Assignments submitted more than two days later than the due date will NOT be accepted and will receive a zero.** Starting with the 2<sup>nd</sup> late assignment, you will receive a zero in that assignment.

**c. INCOMPLETE/RE-DO-ASSIGNMENTS.** You will have the option to resubmit\* only 1 (one) assignment marked “incomplete” or “re-do” within 2 days of the due date for a maximum of 8 points. Starting with the 2<sup>nd</sup> incomplete or re-do assignment, you will receive a zero in that assignment.

\* When you resubmit your assignments, you must present **both assignments (original and revised one, stapled together)** in order for you to receive credit for the redo.

**Extra credit:**

- Some quizzes have an extra point in them.
- 2 points in an exam. This can be done only once in the semester. Attend one Hispanic cultural event during the semester (a Spanish movie, play, concert, Mexican Independence Day celebration, poetry reading, etc.) and write a one-page typed report about it **in Spanish**. Turn in report no later than the last day of class: Thursday, December 6<sup>th</sup>.

### DISCUSSION GUIDELINES

- **Participation in discussions policy.** The goal of the discussions to have a critical dialogue based on the readings and/or videos. The success of this dialogue depends on everybody's active participation. Therefore, students' participation in discussion sessions will be carefully evaluated.
- To help you to start thinking critically during the discussion sessions, follow the **discussion guidelines**:

#### **Discussion guidelines (synchronous in class or asynchronous)**

When you participate in the discussions, whether you are posting messages to the Asynchronous Online Discussion Board or you are participating in the Synchronous Discussions in class, please follow these guidelines:

- A message that demonstrates substance contributes to the understanding and application of ideas by doing one or more of the following:

- **Reflection about meaning:** Describe thoughtfully what something means or new insights it provides, or raise a question as a seed for clarification or further discussion.
- **Analysis:** Discuss relevant themes, concepts, main ideas, components, or relationships among ideas. Or, identify hidden assumptions or fallacies in reasoning.
- **Elaboration:** Build on ideas of others or ideas found in the readings by adding details, examples, a different viewpoint, or other relevant information.
- **Application:** Provide examples of how principles or concepts can be applied to actual situations, or discuss the implications of theory for practice.
- **Synthesis:** Integrate multiple views to provide a summary, a new perspective, or a creative refashioning of ideas.
- **Evaluation:** Assess the accuracy, reasonableness, or quality of ideas.
- Try to find a balance between being concise and elaborating on your idea, while still clearly written. Most ideas can be stated in a couple of paragraphs, although sometimes a longer message may be needed to develop your thoughts adequately. Keep in mind that people are more apt to read and digest shorter messages than long ones.
- Think critically and ask questions of the text and of each other; build off of or otherwise make connections to other people's posts to further critical thinking. But, avoid just repeating other student's posts. If you think someone has made an especially cogent point and you want to say so, include the writer's name and explain why by adding a few sentences and describing your response or adding to the original point.
- Avoid posting simple two or three word statements such as "I agree" or "Good point". ***Critical discussion includes your opinion of items mentioned, but also includes the reasons*** you hold that opinion, and why it may be inconsistent or consistent with what you've learned. Justify your reasoning with facts and/or information from the readings and your experience if they are relevant to the discussion.
- Be respectful. ***Please avoid language that is—or that could be construed to be—offensive toward others.*** At the same time, be open to having your ideas challenged.
- The instructor reserves the right to remove any discussion messages that display inappropriate language or content.
- Disagree with people's ideas, not the people themselves. It's fine to disagree with someone, but please respect their right to have different ideas, opinions, and beliefs. ***Please avoid personal criticism.***
- Use complete sentences and proper spelling and grammar.
- For **synchronous discussions**, you need to type your answers to the questions provided by your instructor in the video-lectures. You will turn in your answers on the day specified on the schedule (*calendario provisional*). Your answers will be the starting point of the in-class discussion with your classmates.
- For **asynchronous discussions**. There will be several asynchronous discussions using the Discussion Forum Boards in SacCT. One discussion session is already marked in the schedule (*calendario provisional*) in lieu of class time. For every asynchronous discussion session, you will have to contribute with 3 postings. All postings will be due by 11:59 pm of the due date indicated in the schedule (*calendario provisional*):
  - i. **Posting 1:** This initial post will answer the prompt question(s).
  - ii. **Postings 2 and 3:** Posting 2 will respond to one of your classmates' postings. Posting 3 will respond to a different classmate's posting.