

2016

## SPAN 302-01 Espanol Para la Comunicacion Oral

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## SPANISH 302: ESPAÑOL PARA LA COMUNICACIÓN ORAL (Fall 2016)

**Class meetings:** 2:30-3:45 pm  
**Professor:** Dr. Irene B, Hodgson  
**Office hours:** W 3:00-5:00  
**Email:** [hodgson@xavier.edu](mailto:hodgson@xavier.edu)

**Aula:** Alter 107  
**Office:** Schott 808  
**Office phone:** 745-3541

**Required materials:** Blanco, José. *Revista. Conversación sin barreras*, con acceso al Supersite.  
4 sessions of Talk Abroad

**Recommended:** Spanish dictionary and Spanish-English dictionary

**Course description:** This is a third-year course for students who want to continue their language study. The course is designed to develop skills for oral communication as well as improving skills in listening and speaking Spanish. To this end we will also work towards improving reading and writing skills and sociocultural competence (and/or humility). Students will have opportunities to express their ideas and opinions on specific topics and increase their knowledge and understanding of the diversity inherent to the Spanish-speaking world.

To achieve the course goals, students will engage in a variety of activities that include individual, pair and group work, viewing and discussing taped materials (music, video, television, film), analysis of readings and writing activities. It is important that students speak only in Spanish during class.

The course is designed to emphasize the development of a certain level of fluency (moving toward Advanced on the scale of the American Council of Teachers of Foreign Languages (ACTFL) and fulfill the National Standards for Foreign Language Education).

**Course objectives:** The principal goal of this course is to offer students the opportunity to improve their spoken Spanish while, at the same time, they improve their abilities to read, write and understand the Spanish language and the cultures of the Spanish-speaking world. By the end of the semester, the students:

- \*will have improved their fluency and proficiency in the language, especially in regard to oral communication;
- \*will have increased their knowledge of grammar and vocabulary and their ability to apply it both through and in oral communication;
- \*will have acquired deeper knowledge of, and respect for, cultures and societies in the Spanish-speaking world and, at the same time, increased their knowledge and understanding of their own culture.

These objectives fulfill objectives 1b y 2b of the Xavier University Modern Language Standards.

“This course prepares students to meet the following requirements of the **Xavier University Core Curriculum:**”

GOAL 1: Students will be effective communicators in writing and orally

1. Students will organize and express their ideas in writing and orally
2. Students will formulate clear and arguable theses, supported by evidence drawn from appropriate sources
3. Students will utilize an effective writing process guided by audience, purpose, cultural context, and disciplinary standards

GOAL 2: Students will be critical thinkers

1. Students will describe the historical, cultural, mythological, and social contexts of texts, works of art, and theories

GOAL 3: Students will be creators of new knowledge and expression

1. Students will utilize their imagination and creativity, individually and collectively, to innovate and generate new perspectives to problems
2. Students will create, perform, and produce work that synthesizes technical execution and expressively communicates to its audience

GOAL 4: Students will be able to understand and appreciate the arts, humanities and science disciplines, and reflect on connections among these studies

1. Students will engage in critical, theological reflection by the method developed in Jesuit and Catholic practice, using human experience and religious traditions as resources to address issues or questions arising in today's world
2. Students will recognize and interpret artistic and literary expression

GOAL 5: Students will be integrated individuals who articulate a coherent, ethical perspective on the world and their place in it

1. Students will relate their knowledge and skills in a reflective and constructive way to their life experiences and the challenges confronting today's world
2. Students will utilize intellectual, moral, and spiritual tools and sensibilities to engage faithfully and responsively in the world for the promotion of peace, social justice, and ecological sustainability

GOAL 6: Students will be aware global citizens

1. Students will recognize relationships between diversity, inequality, and social, economic, and political power both in the United States and globally
2. Students will describe contributions made by individuals from diverse and/or underrepresented groups to local, national, and global communities
  3. Students will consider perspectives of diverse groups when making decisions
  4. Students will interact with sensitivity as members of society and as professionals with people who have ideas, beliefs, attitudes, and behaviors that are different from their own
  5. Students will engage Catholic, ecumenical, cross-cultural, and inter-religious perspectives in reflecting upon contemporary issues of significance
  6. Students will communicate in a foreign language and to read and interpret cultural materials related to the language studied

**Evaluation will be based on:**

**\*Chapter tests:** There will be six chapter tests during the semester—the last during final exam week. There will be no make-ups for the tests. Each test will examine topics, grammar, vocabulary and readings from specific chapters.

**\*Participation/preparation/attendance:** Class preparation, attendance and participation are essential for this class and, therefore, you will earn a grade for each class period. The quality of your homework preparation, your active participation and general attitude toward developing your language skills will be evaluated in each class. If you are not in class or are in class but not prepared or not an active participant, your participation grade will reflect this. The criteria can be found below.

**\*Debates and compositions:** During the semester, there will be a series of debates centering around political, economic, social and cultural topics. In teams, students will prepare to argue for and against a given proposition marshalling the best arguments for a given perspective. As it is instructive to examine more than one perspective on an issue and separate as much as possible our feelings about a given topic so that we might think more critically about the issue (and this may help lead to more civil discourse with folks with whom we may disagree), the teams will be assigned by chance. Each student will first prepare a composition summarizing pro and con arguments one page each) and then explaining on a third page which they personally find more convincing and why. This will be submitted one week before the debate so that the professor might suggest improvements (using correction codes) and the student might correct it. After all the introductions have been read, each side will respond to the other side's arguments (rebuttal). Students not participating in the debate will be evaluating the presentations. Each student will receive a grade for their participation in the debate (separate from the daily participation grade) as well as a grade for his/her composition.

**\*Additional composition:** Since the University has chosen to emphasize the themes of migration and immigration this year, students will be required to attend one of the programs organized during the semester and to do a composition responding to it. Further instructions for this assignment will be given in class.

For both compositions, the students will have the opportunity to correct the composition and improve their grade a maximum of 10 additional points each (if the corrections are responsive to the professor's comments). They should consult the *Tabla de correcciones* posted on Canvas.

**\*Telenoticias:**

All students should watch/listen to (NOT READ) at least two news reports in Spanish each week and keep a diary summarizing each. This should include the link (this will be practiced in class so that students will understand expectations). In each class one student will report orally on one such report and discuss it with the class. The professor will collect the diaries twice during the semester.

**\*Homework (Supersite):** During the course, specific activities from the Supersite for *Revista* will be assigned and will count for 10% of the final grade. These activities will be indicated on the Supersite calendar. The grade will be based on number of activities completed in a timely fashion and level of accuracy.

**\*TalkAbroad:** There will be four 30-minute conversations with a native Spanish speaker throughout the semester via Skype. It is important that students interact orally with others besides their professor and the other students. Detailed instructions will be given early in the semester.

**\*Final Oral Interview:** There will be two **15-30-minute oral interviews** with your professor, in Spanish, to evaluate your oral proficiency. You will be asked to speak on a variety of topics, including those covered in the course. The first interview is diagnostic and will take place during the first two weeks of the semester. The second interview will take place at the end of the semester. It will measure progress and be graded. You will sign up for the interview dates and times. **Failure to keep either of your appointments will result in a zero (0) for this portion of your grade.**

**Responsibilities of students:**

\* Attend class and participate actively. (At the end of the syllabus you can consult the **Attendance Policy** and the **Criterio para la participación en clase**).

\* Complete the assignments before class. It is very important that the students keep up with the assigned material and complete tasks on time. Class time will be used to review and apply the day's material.

**\*If you have problems or questions on any aspect of the class, you should consult the professor.**

\*Take all exams and quizzes on the indicated dates and are responsible for all assigned material in the text and what is covered in class. There are no make-ups for quizzes or exams.

\*Turn off your telephones and other electronic devices during class unless advised otherwise.

\*Conduct yourself appropriately and respectfully in class in a way that indicates respect for the professor and the participation and opinions of other students. (See statement on inclusivity below.)

\*Take care of personal needs (eating, using the restroom, telephone calls, etc.) before class.

\*Be fully present throughout the class (i.e., refrain from packing up before class has ended, refrain from extraneous conversations unrelated to the topic, etc.).

***By the same token, students can expect that the professor will treat them in a professional manner and be available to them for consultation and to give them specific comments and suggestions aimed at improving their levels of Spanish.***

### ***Inclusivity Statement***

I am committed to providing an atmosphere for learning that respects diversity and in which all students feel comfortable and safe to learn. In order to build a classroom community I ask that students:

- share their unique experiences, values and beliefs;
- be open to the views of others ;
- honor the uniqueness of their peers;
- appreciate the opportunity that we have to learn from each other in this community;
- communicate in a respectful manner;
- keep confidential discussions that the community has of a personal (or professional) nature;
- utilize this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the Xavier community.

### **Evaluation:**

Quizzes	30%	Preparation/Participation/Attendance	20%
Debates	10%	Telenoticias	5%
Compositions	10%	Homework exercises (Supersite)	10%
Final oral interview	10%	<b>TalkAbroad</b>	<b>5%</b>

### **Grading Scale**

100%-93%	A	76%-73%	C
92%-90%	A-	72%-70%	C-
89%-87%	B+	69%-67%	D+
86%-83%	B	66%-60%	D
82%-80%	B-	59% y menos	F
79%-77%	C+		

## Calendario:

23 de agosto 25	págs. 1-5: Introducción al curso. Lección 1: <i>¿Realidad o fantasía?</i> págs. 6-13: Lección 1: Corto: <i>Viaje a Marte</i> , <b>Ser y estar</b> ; <b>preposiciones</b>
30 1 de septiembre	págs. 14-17: Lección 1: “Celebración de la fantasía”; <b>Noticias (práctica)</b> págs. 18-29: Lección 1: “El otro círculo” (cuento); “La poesía al alcance de los niños” (opinión); <b>Debate 1 (práctica)</b>
6 8	págs. 30-33: Lección 1: Tira cómica; <b>Prueba # 1: Lección 1</b> págs. 34-41: Lección 2: <i>Una cuestión de personalidad</i> ; Corto: <i>Diez minutos</i> ; <b>Noticias 1</b>
<b>La profesora estará en Nicaragua del 9-19 de septiembre, así que no nos reunimos ni el 13 ni el 15. El 20 entregarán un resumen escrito de las lecturas (práctica de composición) y se discutirán en clase. Pueden usar el tiempo para una de las 4 sesiones de TalkAbroad.</b>	
13	págs. 42-50: Lección 2: Narración en el pasado: pretérito e imperfecto; “Las cuatro fórmulas científicas de la felicidad” (artículo)
15	págs. 51-54: Lección 2: “El juego más antiguo” (cuento)
20 22	págs. 55-61: Lección 2: “No hay que complicar la felicidad” (obra de teatro); Tira cómica págs. 62-63: Lección 2: <b>Prueba # 2: Lección 2 TalkAbroad #1 due</b>
27	págs. 64-75: Lección 3: Corto: <i>Nada que perder</i> ; <b>Pronombres y adjetivos</b> ; <b>Debate 2 (práctica)</b>
29	págs. 76-80: Lección 3: “Zoe Saldana” (entrevista); <b>Noticias 2</b>
4 de octubre 6	págs. 81-85: Lección 3: “Cara y Cruz” (opinión); <b>Noticias 3</b> <b>Fall Holiday</b>
11 13	págs. 86-91: Lección 3: “Cine Prado” (cuento); <b>Debate 3</b> págs. 92-97: Lección 3: Tira cómica; <b>Prueba 3: Lección 3</b> ; Introducción: Lección 4 <b>TalkAbroad #2 due</b>
18 20	págs. 98-103: Lección 4: Corto: <i>El ojo en la nuca</i> ; <b>Noticias 4</b> págs. 104-111: Lección 4: <b>El subjuntivo I, pronombres relativos</b> ; “La tortilla” (opinión)
25 27	págs. 112-116: Lección 4: “Carta abierta...” (experiencia); <b>Debate 4</b> págs. 117-125: Lección 4: “Entre la piedra y la flor” (poema); Tira cómica; <b>Composición 2</b>
1 de noviembre	págs. 126-133: <b>Prueba # 4: Lección 4</b> ; Lección 5: Introducción; Corto: <i>La aventura de Rosa</i>
3	págs. 134-141: Lección 5: <b>El subjuntivo II, Usos de se I</b> ; “Drácula y los niños”; <b>Noticias 5</b> <b>TalkAbroad #3 due</b>
8	págs. 142-151: Lección 5: “Lo que dure el amor” (opinión); “Cine y malabarismo” (cuento); <b>Noticias 6</b>
10	págs. 152-155: Lección 5: Tira cómica; <b>Prueba # 5: Lección 5</b>

15	págs. 156-163: Lección 6: <i>Modos de vivir</i> ; Corto: <i>Ella o yo</i> ; <b>Debate 5</b>
17	págs. 164-168: Lección 6: <b>Oraciones condicionales con sí, Usos de se I</b> ; <b>Noticias 6</b>
22	págs. 169-172: Lección 6: “Ni coja ni madre”; <b>Noticias 7</b>
24	No hay clase.
29	págs. 173-182: Lección 6: “Padre, papá, papi;” “Dos vidas”, <b>Noticias 8</b>
1 de diciembre	págs. 183-184: Lección 6: Tira cómica; <b>Noticias 9</b> <b>TalkAbroad #4 due</b>
6	Repaso
8	Repaso

**Final exam: Lección 6 10:30-12:20 am Tuesday, December 13**

**Criterio para la participación en la clase:**

0: ausencia/no hubo participación.

60-69: la/el estudiante no hace mucho esfuerzo para participar en clase; la participación se limita a monosílabos; hay una falta de preparación y comprensión de la materia y un nivel menor del español; hay claros indicios que la/el estudiante no preparó la materia del día.

70-79: la/el estudiante hace un esfuerzo mínimo para participar en clase; falta de participación demostrada por una falta de preparación y *reflexión* sobre la lectura del día; ofreres una comprensión rudimentaria de la materia pero cometes frecuentes errores gramaticales y léxicos que pueden interferir con tu participación; la/el estudiante preparó la materia de forma superficial y rápida;

80-89: la/el estudiante participa adecuadamente en clase; la/el estudiante demuestra una buena comprensión de la materia y ha demostrado la capacidad de formular y ejecutar una estrategia efectiva de preparación. Podría mejorar la sustancia de su participación y se limita a comentar los aspectos superficiales de la materia; es evidente que la/el estudiante leyó bien la materia una vez;

90-100: la/el estudiante participa consistentemente en cada actividad de clase; se manifiesta un pensamiento crítico y preparación extensa; contribuye individualmente a la discusión de clase y demuestra un conocimiento y preparación de la materia. En conversaciones en clase, la/el estudiante emplea un vocabulario generalmente más avanzado que la mayoría de otros estudiantes. Está claro que la/el estudiante se preparó en profundidad y tomó notas para mejor comprensión

Temas de debates:

Debate 1 Cap. 1:            Hay vida después de la muerte.  
 \_\_\_\_\_ y \_\_\_\_\_ y \_\_\_\_\_  
 vs. \_\_\_\_\_ y \_\_\_\_\_ y \_\_\_\_\_

Debate 2 Cap. 2:            Los hombres y las mujeres diferentes criterios para ser felices.  
 \_\_\_\_\_ y \_\_\_\_\_ y \_\_\_\_\_  
 vs. \_\_\_\_\_ y \_\_\_\_\_ y \_\_\_\_\_

Debate 3 Cap. 3:            Las redes sociales son el futuro de la comunicación humana.  
 \_\_\_\_\_ y \_\_\_\_\_ vs. \_\_\_\_\_ y \_\_\_\_\_

Debate 4 Cap. 4:            La tortura nunca se puede justificar.  
 \_\_\_\_\_ y \_\_\_\_\_ vs. \_\_\_\_\_ y \_\_\_\_\_

Debate 5 Cap. 6:

Los animales y la tierra tienen los mismos derechos que las personas.

\_\_\_\_\_ y \_\_\_\_\_ vs. \_\_\_\_\_ y \_\_\_\_\_

## COMPOSICIONES

Las composiciones deben ser escritas a computadora a **dobles espacios**, contener **un mínimo de páginas** según las instrucciones de la profesora con un título, una introducción, un cuerpo y una conclusión.

La nota se divide en tres secciones: 1) **Comunicación** efectiva de los puntos principales (30%); 2) Uso correcto y variado de **vocabulario** (35%); y 3) Uso correcto y variado de **estructuras gramaticales** (35%).

Las siguientes características se considerarán con respecto a la nota:

	<b>Comunicación 30 pts posibles</b>	<b>Vocabulario 35 pts posibles</b>	<b>Estructuras 35 pts posibles</b>
Excelente (90-100 puntos)	Cumple y excede requisitos; es especialmente claro, organizado y original; incluye información detallada (27-30)	Usa vocabulario preciso y variado (31.5-35)	Usa una variedad de estructuras para el tópico (31.5-35)
Bien (80-89)	Cumple requisitos; es claro y organizado; incluye algo de detalle (24-26.5)	Usa vocabulario correcto con alguna variedad (28-31)	Usa una o más estructuras apropiadas (28-31)
Aceptable (70-79)	Cumple requisitos; Intenta organización y claridad; incluye información correcta (21-23.5)	Usa algo de vocabulario correcto, pero poca variedad (24.5-27.5)	Usa una estructura apropiada; puede intentar otras (24.5-27.5)
Bajo expectativas mínimas (60-69)	No cumple todos los requisitos, pero demuestra intentar la organización; incluye poca información (18-20.5)	A veces usa vocabulario correcto (21-24)	Se ven intentos de usar estructuras correctas (21-24)
Problemas serios (menos de 60)	No cumple los requisitos; no intenta organizar; incluye poca o ninguna información correcta (0-17.5)	Frecuentemente, el vocabulario es incorrecto (0-20.5)	No intenta usar estructuras correctas (0-20.5)

## ACADEMIC HONESTY (*Student Handbook, 107-8*)

The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of standards of ethical behavior will not be tolerated at Xavier University. These include but are not limited to cheating, plagiarism, unauthorized assistance in assignments and tests, and the falsification of research results and material.

All work submitted for academic evaluation must be the student's own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another's efforts is prohibited as is the use of any work untruthfully submitted as one's own.

Penalties for violations of this policy may include, but are not limited to, one or more of the following: a zero for that assignment or test, an "F" in the course, and expulsion from Xavier. The Academic Dean of the college in which the student is enrolled is to be informed in writing of all acts of academic dishonesty, although the faculty member has authority to assign the grade for the assignment, test, or course. If disputes regarding the applicability or enforcement of this policy arise, the student, faculty member and department chair should

attempt to resolve the issue. If this is unsatisfactory, the Academic Dean of the college will rule on the matter. As a final appeal, the Provost will call a committee of tenured faculty for the purpose of making a final determination.

## **DEPARTMENT OF MODERN LANGUAGES ATTENDANCE POLICY**

The Department of Modern Languages at Xavier University strives to increase the student's fluency and competency in listening, comprehension, speaking, reading, and writing while providing a solid grammatical background for the modern language offered. The focus is on a communicative and proficiency-based approach while providing an in depth exposure to the workings of both language and culture of the target language. A significant key to success in a modern language course which teaches a skill and moves at a fast pace is **regular class attendance**.

The entire range of the students' skills can be evaluated only if they are in class. *Therefore, we will allow **NO** absences without penalty. Any absence is a 0 for the day's participation and will not be dropped.* Attendance will be accurately documented to ensure fairness in enforcement. If a student is more than **5 minutes late**, **he/she will be COUNTED AS ABSENT**. If a student enters after the class has begun but sooner than the five minute limit, that student will be considered tardy. Two tardies are equal to one absence, so it is recommended that you arrive in class punctually. If you have a class or circumstances that will affect your arriving on time, please let me know. Students are **strongly discouraged** to schedule appointments or interviews during class time.

There is a strict **NO MAKE-UP POLICY**. A grade of zero will be given for any missed work.

## **GRADING CRITERIA**

### **A. VERY GOOD TO EXCELLENT**

Very good to excellent command of the language AT THIS LEVEL.

Meaningful, appropriate and thorough written and oral responses with interesting and pertinent detail.

Ease of expression.

Makes every effort to use the target language in class.

Very good command of conventions of written language (orthography, sentence structure, paragraphing and punctuation). Few word-order errors.

Virtually free of significant errors in syntax and good use of verbs.

Wide range of vocabulary, including idiomatic usage.

High level of fluency with strong attempts at more complicated structures.

High level of comprehension in listening and reading activities.

Good intonation and largely accurate pronunciation with slight accent.

Demonstrates understanding of and appreciation for cultural differences.

### **B - GOOD**

Clearly demonstrates competence AT THIS LEVEL.

Meaningful, appropriate responses orally and in writing with sufficient detail

Good command of the language.

Makes a good effort to use the target language; avoids using English in class.

Conventions of the written language generally correct. Loosely organized, but main ideas present with some word-order errors.

Few errors of syntax and appropriate use of verbs.

Above-average range of vocabulary.

Good idiomatic usage and little awkwardness of expression.

Good level of comprehension in listening and reading activities.  
Good fluency with some attempts at more complicated structures.  
Acceptable intonation and pronunciation with distinctive accent.  
Demonstrates strong understanding of and appreciation for cultural differences.

### **C - ACCEPTABLE**

Suggests competence AT THIS LEVEL.

Appropriate but limited oral and written responses with reliance on simple structures.  
Speaks and writes with some detail, but not sufficient.  
Comprehensible but strained expression; halting, may self-correct.  
Makes some effort to use the target language in class.  
May have frequent errors in orthography and other conventions of the written language.  
Many word-order errors. Some attempts at organization, but with confused sequencing.  
Some serious errors in syntax and some successful correction. Frequent errors in complex structures.  
Some fluency but hesitant. Pronunciation does not interfere with communication.  
Understands main elements when listening and reading.  
Moderate range of vocabulary and idiomatic usage. Few anglicisms.  
Errors in intonation and pronunciation with heavy accent.  
Demonstrates some understanding and of appreciation for cultural differences.

### **D - WEAK TO POOR**

Suggests incompetence AT THIS LEVEL.

Oral and written responses force interpretation of appropriateness and/or meaning.  
Attempts to translate or use English; avoids using or speaking in the target language.  
Poor command of the language marked by frequent serious errors of syntax even in the most elementary structures. Limited grammatical structures and lack of organization.  
Unfinished answers due to lack of resources. Generally, narrow responses.  
Limited fluency. Poor pronunciation and it interferes with communication.  
Narrow range of vocabulary and of idiomatic usage.  
Pervasive errors of orthography may be present. Excessive word-order errors.  
Little control of syntax and frequent anglicisms.  
Occasional redeeming features such as correct advanced structure.  
Very little understanding when listening and reading.  
Errors in intonation and pronunciation that interfere with listener's comprehension.  
Demonstrates very little understanding of and appreciation for cultural differences.

### **F - UNACCEPTABLE**

Demonstrates incompetence AT THIS LEVEL.

Irrelevant or incomprehensible answers orally and in writing.  
Unacceptable from almost every point of view.  
Glaring weakness in syntax and pronunciation. Constant grammatical errors impede communication.  
Few vocabulary resources. Little or no sense of idiomatic usage.  
Practically no understanding of target language when listening and reading.  
Severe problems with orthography that may interfere with written communication.  
Demonstrates practically no understanding of and appreciation for cultural differences.

(These standards or interpretations of the grading scale 0-100 are applied to the goals and objectives of each level i.e. SPAN 101, 102, 201 etc.)

## INSTRUCTIONS FOR REACTION PAPER ON CULTURAL EVENT

This represents 5% of the course for SPAN 101, 102, 201, 202. Points are earned by attending an on-campus cultural program related to the Hispanic world or an off-campus program approved by your instructor. Write a reaction paper in English following the instructions below. To receive credit, **you must be turn in your paper within two weeks** of the event. Events will be announced in class or posted around campus. (Maximum 100 points)

*Please note:* While a variety of activities will be offered during the semester that will allow you to fulfill this requirement, it is your responsibility to complete your cultural activity before the end of the semester. All reaction papers must be turned in personally to the instructor (not left in a mailbox or put under a door) by the last day of classes. *Under no circumstances* will a cultural reaction paper be the occasion for an incomplete.

You should cover all of the topics listed below in a type-written and double-spaced reaction paper about **three pages in length**. The personal reaction and what you learned section should each be *at least* a paragraph in length. Points are not earned merely by turning something in, but are based on the quality of the work submitted (i.e. accuracy, completeness, expression, quality of the prose, etc.) **Pay special attention to the Academic Honesty section below as you complete your paper!**

**Points are distributed as follows** (based on 100):

Information about event*:	1-10 pts.
Summary/Comments/Main ideas or themes:	1-40 pts.
What learned/Personal reaction:	1-50 pts.
*(If the country information is wrong, a maximum of 5 pts. may be deducted)	

### 1) Play or Feature Film

Introduction or first paragraph should include:

- Title and date of event
- Where or by what group presented?
- Name of director or author?
- From what country and/or cultural group?
- About what country and/or cultural group?

The part below is to be written in complete sentences in good, clear prose:

- Brief summary of plot (include where and when action takes place)
- Comments on characters and/or actors
- Main ideas or themes
- What did you learn from the film or play?
- Personal reaction

### 2) Documentary

Introduction or first paragraph should include:

- Title and date of event
- Where or by what group presented?
- Name of director or producer (or group produced by or for)
- From what country and/or cultural group?

The part below is to be written in complete sentences in good, clear prose:

- Brief summary of main ideas
- What did you learn from the film?
- Personal reaction

### 3) Speaker(s)

Introduction or first paragraph should include:

- Title and date of event
- Name(s) of speaker(s)
- Where or by what group presented?
- From what country and/or cultural group?
- Speaking about what country and/or cultural group?

The part below is to be written in complete sentences in good, clear prose:

- Brief summary of main ideas
- What did you learn from the speaker(s)?
- Personal reaction

### 4) Concert or Dance Performance

Introduction or first paragraph should include:

- Title and date of event
- Where or by what group presented?
- Name(s) of artists
- From what country and/or cultural group?
- Music/dance from what country/countries and/or cultural group(s)?

The part below is to be written in complete sentences in good, clear prose:

- What kind of music/dance was performed?
- Which songs/dances did you particularly like and why?
- What did you learn about Hispanic music/dance in general and/or the music/dance from specific countries?
- Personal reaction

### 5) Exhibition

Introduction or first paragraph should include:

- Dates of exhibition\Date attended
- Where or by what group presented?
- From what country and/or cultural group?
- What artists included?

The part below is to be written in complete sentences in good, clear prose:

- What kind of works were included in this exhibit?
- Which ones did you particularly like and why?
- What did you learn about Hispanic culture in general and/or the particular country/countries?
- Personal reaction

**If unable to attend an event**, you may do one or more of the following with your instructor's prior approval:

- 1) **A written report on a book or a film** available on video related to Hispanic world following the instructions for number one above. This must be approved in advance by instructor. (**Maximum 50 pts.** You may only do **one** video.)
- 2) **A written report on a book or a film** with **additional bibliography**, which has been approved in advance by your instructor (copies of what you read **must** be attached to the report). (Maximum 100 points)
- 3) A **special project** of a cultural nature approved in advance by your instructor. (e.g. travel abroad, visit to the Hispanic art section of a national museum.) A project that you are using to fulfill a requirement for another class is not sufficient, although an expansion of such a project is a possibility. Any special projects should be **completed at least one week before the end of classes**. (Maximum 100 points)